

A HANDBOOK FOR TEACHERS

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1943

HEALTH AND PHYSICAL EDUCATION

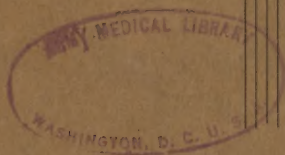
*A
Curriculum
Study*

*Elementary
Schools*

West Virginia



Public Schools



Prepared Under Direction of
DIVISION OF ELEMENTARY SCHOOLS
STATE DEPARTMENT OF EDUCATION

Approved by
W. W. TRENT, State Superintendent of Free Schools
AUGUST, 1943

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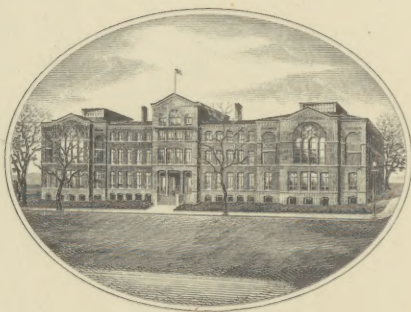


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A Curriculum Study

Elementary Schools

West Virginia



Public Schools

*West Virginia. State Dept. of Education. Division of Elementary
Schools*

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TABLE OF CONTENTS

Foreword	4
Acknowledgments	5
Preface	6

PART I

PHYSICAL EDUCATION

CHAPTER ONE: SCHEDULES AND MONTHLY PROGRAMS.....	8
CHAPTER TWO: STORY PLAYS (PRIMARY GRADES).....	17
CHAPTER THREE: GAMES, SEASONAL SPORTS AND RELAYS.....	25
CHAPTER FOUR: RHYTHMIC ACTIVITIES	56
CHAPTER FIVE: SELF-TESTING ACTIVITIES	86
CHAPTER SIX: POSTURE.....	107

PART II

HEALTH EDUCATION

CHAPTER ONE: NUTRITION EDUCATION

Nutrition	111
The School Lunch	130
The School Garden	135

CHAPTER TWO: ESTABLISHING DESIRABLE HEALTH

HABITS	142
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CHAPTER THREE: DISCOVERY AND CORRECTION OF HEALTH DEFECTS

Screen Tests	158
Pre-School Health Clinics	166

CHAPTER FOUR: IMPROVING HEALTH TRAINING THROUGH CLOSER HOME-SCHOOL COOPERATION

168

CHAPTER FIVE: MENTAL HEALTH MALADJUSTMENTS OF PUPILS

176

CHAPTER SIX: UTILIZING HEALTH OBJECTIVES OF YOUTH ORGANIZATIONS

186

CHAPTER SEVEN: TEACHING THE EFFECTS OF ALCOHOL AND OTHER NARCOTICS

Alcohol	194
Tobacco	198
Drugs and Patent Medicines	200

CHAPTER EIGHT: SCHOOL HEALTH AND PHYSICAL FITNESS INVENTORY

203

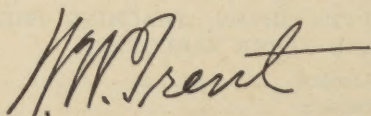
FOREWORD

To the extent that is within my authority, I dedicate this Teacher's Handbook in Health and Physical Education to peace and to the health and happiness of the children of West Virginia. While the increased strength and vigor that may result from the use of this handbook will prepare them for the hardships of war, should they be called upon to serve, my fervent prayer is that they may be permitted to use the benefits from it toward the preservation of peace for themselves and their posterity. I ask, therefore, that the teachers in using it think and teach in the terms of peace.

The games played, activities presented, the suggestions for better nutrition, the precautions for avoiding disease, and the warnings against the use of intoxicating drinks and narcotics, are all directed toward producing stronger bodies, healthier living, greater happiness, and longer years of service. If teachers will use this handbook in the cheerful spirit manifested by those who prepared it and in the happy mood suggested through the use of rhythmic drills and music, a sturdier race will be developed, greater happiness will be experienced and a greater degree of comradeship will exist among the students as the indirect result of their playing, singing, and studying together. At no time should the activities suggested and the lessons presented become matters of routine or drudgery. A teacher who permits herself to consider the program of physical education and health a matter of drudgery and routine will find her students thinking of them in the same manner. Those who enter wholeheartedly and enthusiastically into the activities outlined will find their students entering into them with the same spirit and enthusiasm. Each should remember that inspiration is caught and not taught.

In many respects the handbook is complimentary to teachers and administrators. It implies a knowledge of psychology, the ability to detect indications of weakness in the children and symptoms of various diseases, and a knowledge of the laws of health. It takes for granted the teacher's ability to evaluate the learning power of the child, to develop those powers, and to supervise his activity. It becomes, therefore, a challenge and an opportunity.

As State Superintendent of Schools, I express appreciation to the State Supervisors of Elementary Education, to the State Committee, and to the teachers of the state who contributed to the program. I cherish the hope that they may be rewarded in being permitted to work with healthier, happier and more efficient boys and girls, and that these boys and girls may grow into vigorous, self-reliant, constructive citizens of a greater America.

A handwritten signature in dark ink, appearing to read "M. W. Brent". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

July 23, 1943.

State Superintendent of Free Schools

ACKNOWLEDGMENTS

For their valuable assistance given to the curriculum study in Health and Physical Fitness, the results of which make possible the publication of this handbook for elementary teachers throughout the state, acknowledgment is made and appreciation expressed—

To the State Committee on Physical Education in the Elementary Schools with the following membership:

Margaret Fox, Physical Education, West Virginia University, Chairman
 Grace Griffin, Physical Education, West Virginia University
 Ernestine Troemel, Physical Education, Fairmont State College
 Ruth Krichn, Physical Education, Fairmont State College
 Randolph Webster, Physical Education, West Virginia University
 Arthur V. Upton, Superintendent, Harrison County Schools
 Paul Cunningham, Principal, Academy Elementary School, Buckhannon
 Pearl Malcolm, Primary Teacher, Philippi, Barbour County
 Floyd Prunty, Assistant Superintendent, Marion County Schools
 Margaret Willard, One-Room Teacher, Monongalia County

To the chairmen and membership of county curriculum committees whose leadership and untiring efforts during the past year brought a majority of schools in the various counties of the state into active participation. The full membership of county committees was earlier published in the Educational Bulletin. Space here permits naming chairmen only:

Barbour—Mr. Darrell A. Malone	Ohio—Mr. C. B. Montgomery
Clay—Miss Louise Hughes	Pendleton—Mr. O. R. Hammer
Grant—Mr. Eston K. Feaster	Pleasants—Mr. O. B. Farren
Hampshire—Mr. Homer K. Loy	Pocahontas—Mr. J. K. Arbogast
Jackson—Mr. Carter Linger	Preston—Mr. Reed F. Myers
Kanawha—Miss Frances Anderson	Putnam—Mr. O. O. White
Lewis—Mr. Hobart Beeghley	Raleigh—Miss Jane Swank
Logan—Miss Beuna White	Randolph—Miss Emily Wilmoth
Marion—Mr. J. J. Straight	Roane—Mr. Harlan H. Starkey
Marshall—Mr. H. E. Carmichael	Summers—Mr. C. W. Mann
Mercer—Mr. Brooks Hardy	Tucker—Mr. Arthur Quattro
Mineral—Mr. William Miers	Tyler—Miss Fay Kirchner
Mingo—Miss Ruth C. Varney	Upshur—Mr. Carl R. Beer
Monongalia—Mr. Rex M. Smith	Webster—Miss Elise Brannon
Monroe—Mrs. James Wetzal	Wetzel—Mr. B. M. Snodgrass
Morgan—Mr. A. P. Rider	Wirt—Mr. Gordon Eismen
McDowell—Mr. Norris B. Richards	Wood—Mr. E. R. Johnson
Nicholas—Mr. Woodrow Morris	Wyoming—Mr. George M. Nolley

To county superintendents and assistants for leadership and guidance and to boards of education for their support, particularly in the purchase of professional books on the subjects being studied;

To the thousands of teachers and principals who actively participated in the study, either on local committees or through their local school programs;

To the many professional people outside the teaching profession who served as advisory members of local committees in the development of the materials on Health and Physical Education;

Finally, to the State Committee that served to evaluate, compile and organize the county studies in the form now being presented, membership of which includes:

Margaret Fox, West Virginia University, Morgantown
 Martha Rhinehart, Warwood Elementary School, Ohio County
 Martha Cottrell, Principal, Horace Mann Elementary School, Kanawha County
 Ernestine Petty Prendergast, White-Hall (one-room) School, Marion County
 Lucille Zinn, Valley Head Elementary School, Randolph County
 Ethel Burnett, West Virginia State College, Institute
 Florence Skuce, Hot Lunch Supervisor, Kanawha County
 Heloise Pennington, Home Demonstration Agent, Kanawha County
 Lenore Patrick, M. D., State Department of Health

PREFACE

This curriculum study, as was true of similar studies published in recent years, has had the advantage of participation by thousands of elementary teachers throughout the state. The materials included, and the procedures recommended, may be said, therefore, to have grown out of the experiences of teachers in actual classroom practice for the most part. In addition to wide participation by teachers in bringing together these materials, the various local committees were assisted in an advisory capacity by many interested persons other than teachers whose special training in health, physical education, nutrition and related subjects fitted them in a special way to render technical advice and assistance.

For the use of this handbook as an aid in improving the health program of elementary schools, the following suggestions are offered to principals and teachers:

1. A sufficient number of copies are being distributed so that each elementary principal and teacher will receive one copy. Distribution will be made by your county superintendent.

2. In the general organization of the materials, you will note that Part I consists of Physical Education and Part II of Health Education. For your convenience in using the weekly and monthly schedules of the Physical Fitness Program these were placed in Chapter I of Part I. It is recommended that in order to provide a comprehensive and well-balanced Physical Fitness Program, the weekly and monthly schedules be consistently observed.

3. Attention is called to the fact that for the primary grades the daily physical fitness training consists of story plays, games, relays and posture work, postponing the conditioning exercises until the *fourth grade*.

4. Teachers in one-room and small graded schools may select from the weekly scheduled activities those exercises, games, relays and rhythms that are most appropriate for the local situation and needs, but in their selection a well-balanced variety of activities should be maintained.

5. Teachers have expressed a need for guidance and direction in effectively utilizing the 15 minute and 30 minute daily periods devoted to physical fitness and health education, respectively. The materials, suggestions and activities included in this handbook were prepared in answer to that question. For that reason, the schedules and outlines are specific in character, but are not intended to discourage freedom and initiative on the part of the school.

6. Particular attention is called to the responsibility of the school for the following in meeting present-day needs in Health Education:

- (a) The school is expected to conduct screen tests during the first month of school and report results of same to parents and proper health authorities.

- (b) The school has the responsibility of teaching the essential facts of nutrition and of finding ways for correcting cases of malnutrition and undernourishment of pupils. This means closer cooperation with homes and a broadening of the influence of the school to include nutrition education in the homes as needed.

- (c) In a modern health program *more* must be done by the school towards the correction of discovered health defects of children.

7. Special attention is called to the School Health and Physical Fitness Inventory outlined in the final chapter to provide teachers and principals an effective instrument to measure the progress and achievements of the school in health and physical fitness.

We trust this Handbook will give practical helps to teachers in the unprecedented tasks now set before us to guide, guard and direct the physical well-being of these thousands of elementary pupils who for nine months each year are under our special care.

H. K. BAER, State Supervisor Elementary Schools

H. CLIFF HAMILTON, Assistant State Supervisor
Elementary Schools

PART ONE

PHYSICAL EDUCATION

Suggestions for Teaching Physical Education in the Elementary Schools

The lesson plans here suggested provide vigorous activity for each day. Conditioning exercises are used for one-third of the daily program. A new skill is learned each day except Friday, when an opportunity is given for choice from a game, relays or rhythmic activities, and self-testing activities. The teacher may sometimes choose certain activities for specific purposes, and the children may frequently make the choice for the Friday lesson. Posture is emphasized each Friday.

Whenever possible, the sports, games, and self-testing activities should be performed out of doors. The weekly program may be adapted to weather conditions; that is, the indoor work such as rhythm and certain games and self-testing activities may be taught on a rainy day and the other activities shifted to another day to make it possible to include **all** of them **every week**. A good working plan is to take a minute or two while the pupils are still seated in the classroom to organize the Physical Education period for the day. This will save time and confusion. Some exercises included in the plan are organized to be done in a sitting position. In that case, pupils may use old newspapers to protect their clothing from contact with the floor.

Classes can be handled to the best advantage by dividing them into groups or "squads" for the Physical Education work. Eight is a very satisfactory number for each squad. Use a capable boy or girl for leader of each squad and try to pass the honor around among the members of the class. Develop leadership and "fellowship" in all pupils. Assign each squad to a definite place when on the playground, and to a definite activity, and supervise carefully so that the greatest possible enjoyment and benefit may be attained.

Some of the activities in which pupils may develop leadership include umpiring or scoring games, serving as group or squad leaders, taking charge of equipment, marking play courts. It is necessary to **teach** moral and social values. They are not inherent in the activities themselves, but the natural situation on the playground provides the best possible opportunities for instilling such values.

A cooperative attitude may be built up so that many activities will be enjoyed by boys and girls participating on the same teams or, in the case of rhythmic activity, in the same group or as partners. In others, such as tumbling, it may be advisable to form **separate classes**, one for boys and one for girls, in the upper grades. The teacher can choose the best plan to suit each situation.

The teacher should be alert at all times to help pupils to maintain good posture both during the exercise periods and while seated in the classroom.

CHAPTER ONE

SCHEDULES AND MONTHLY PROGRAMS

Primary Grades

Schedule for September

	Monday Games (Page 25)	Tuesday Rhythms (Page 56)	Wednesday Self Testing (Page 86)	Thursday Singing Games (Page 56)	Friday
First Week	Selected Story Play 5 Minutes Cat and Rat 10 min.	Stopping and Starting with the Accompani- ment	Selected Story Play 5 Minutes Greet the Toe Heel and Toe Walk Gallop 10 Min.	Selected Story Play 5 Minutes I'm Very, Very Tall 10 Minutes	Story Play Review 5 Minutes Posture Exercises 5 Minutes Choice of Activity from work of the week 5 Minutes
Second Week	Selected Story Play 5 Minutes Back to Back 10 minutes	Keeping Time with the Accompaniment	Selected Story Play 5 Minutes High Kick Greet the Toe Heel and Toe Walk Gallop 10 Min.	Selected Story Play 5 Minutes London Bridge 10 Minutes	Story Play Review 5 Minutes Posture Exercises 5 Minutes Choice of Activity from work of the week 5 Minutes
Third Week	Selected Story Play 5 Minutes Hill Dill 10 min.	Keeping Time with the Accompaniment Dance: This is the Way the Lady Rides	Selected Story Play 5 Minutes Dog Run High Kick Greet the Toe Heel and Toe Walk Gallop 10 Min.	Selected Story Play 5 Minutes I'm Very, Very Tall 10 Minutes	Story Play Review 5 Minutes Posture Exercises 5 Minutes Choice of Activity from work of the week 5 Minutes
Fourth Week	Selected Story Play 5 Minutes Midnight 10 Min.	Keeping Time with the Accompaniment The Skipping Play	Selected Story Play 5 Minutes Twin Walk Dog Run High Kick Greet the Toe Heel and Toe Walk Gallop 10 Min.	Selected Story Play 5 Minutes London Bridge 10 Minutes	Story Play Review 5 Minutes Posture Exercises 5 Minutes Choice of Activity from work of the week 5 Minutes

MONTHLY PROGRAM

Primary Grades

	Games (Page 25) Monday	Rhythms (Page 56) Tuesday	Self Testing (Page 86) Wednesday	Singing Games (Page 56) Thursday	Friday
September	Cat and Rat Back to Back Hill Dill Midnight	** Keeping Time to Accompaniment	Greet the Toe Heel and Toe Walk Gallop Dog Run High Kick Twin Walk	I'm Very, Very Tall London Bridge	Story Play Posture Work Choice of Activ- ities of the week
October	Brownies and Fairies Bird Catcher Statues Slap Jack	** Even Activities ** Uneven Activi- ties	Kangaroo Jump Step Hop Heel Click Squat Wring the Dish- rag Run the Scale	Farmer in the Dell Mulberry bush	Story Play Posture Work Choice of Activ- ities of the week
November	Run for your Supper Squirrel and Nut Huntsman Crossing the Brook	** Uneven Activi- ties ** Accent	Forward Roll Log Roll Turk Stand Kiddie Kar Walrus Walk Coffee Grinder	Muffin Man Go Round and Round the Village	Story Play Posture Work Choice of Activ- ities of the week
December	Ball Passing Aisle Pass Relay Ball Rolling Human Ten Pins Modified Under Relay Schoolroom Bowling	Here We Go Round the Christmas Tree Dear Santa Claus Dramatize— 'Twas the Night Before Christmas	Forward Roll Minuet Bow Walk Through Snow Sit Up Stump Walk Human Ball	Jolly is the Miller Shoemaker's Dance	Story Play Posture Work Choice of Activ- ities of the week
January	Teacher Ball Ring Call Ball Pass & Squat Hot Ball Corner Spy Toss Ball Modified Over Relay Ring Call Ball	Dramatization— of choral read- ings Hippety Hop to Bed Happy Children Elephants	Backward Roll Rabbit Hop Cat Walk Elephant Stand Chicken Walk Crab Walk	Did You Ever See a Lassie? Looby Loo	Story Play Posture Work Choice of Activ- ities of the week
February	Bean Bag Basket Teacher Ball Circle Stride Ball Stand Ball Simplified Dodgeball	Ring a Ding Don't The Farmer Tippy Tippy Tiptoe The Miners A Crooked Man Health Song My Shadow	Backward Roll Snail Lame Dog Walk Frog Hop Snake Hon Snake Walk Wheelbarrow	Nixie Polka Danish Dance of Greeting	Story Play Posture Work Choice of Activ- ities of the week
March	Black Tom Charley over the Water Run, Rabbit, Run Magic Carpet	** Changes in In- tensity of Movement	Forward and Backward Rolls Jumping Jack Dutch Jump Wicket Walk Duck Walk Kneel and rise	Swing Song How Do You Do My Partner?	Story Play Posture Work Choice of Activ- ities of the week
April	Have you seen My Sheep? Squirrel in Trees The Ocean Is Stormy Skip Tag	** Ball Bouncing To Rhythm	Cartwheels Monkey Walk Backward Hop Side Walk Shoulder Stand Companion Walk	Oats, Peas, Beans Chimes of Dun- kirk	Story Play Posture Work Choice of Activ- ities of the week
May	Review of games learned during the year.	** Rope Jumping to Rhythm	Running, Jump- ing and throw- ing See Junior Olympics	Review of sing- ing games learned during the year	Story Play Posture Work Choice of Activ- ities of the week

**Listed alphabetically in Rhythm Section.

INTERMEDIATE GRADES

Schedule for September

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Stride position—bend forward, keep the knees straight, touch the floor with a series of bobs. 2. Arms side horizontal—make circles backward with both arms. 3. Running in place—lift knees high. <p>Seasonal Games.....10 min. Line Up Ball or Kick Ball.</p>	<p>Rhythms 15 min.</p> <p>Pop Goes the Weasel</p>	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Stride position—arms side horizontal—bend forward, keep arms straight, touch left hand to right toe—return to erect position—touch right hand to left toe. 2. Stretch arms overhead—reach right arm upward—alternate with left arm reaching upward. 3. Stride standing—arms raised side horizontal with elbows bent—pull back with elbows of chest—fling arms sideward—recover. <p>Self Testing.....10 min. Jumping Jack Opening the Rose Rooster Fight</p>	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Stride standing—arms side horizontal. Bend to right side, bend right knee and touch floor. Repeat to the left side. 2. Jump to stride position, arms side horizontal—jump and land crossing one leg in front of other arms are crossed in front of body. Repeat in rhythm, crossing right and left foot alternately. 3. Rope jumping in place, swinging an imaginary rope backward. <p>Games..... 10 min. Bears and Cattle</p>	<p>Posture 5 min. Standing Test</p> <p>Conditioning Exercises..... 5 min.</p> <p>Choice of 3 from work of the week.</p> <p>Choice of Activities of the Week 5 min.</p>
SECOND WEEK	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Jump to stride stand and clap hands overhead—jump with feet together and clap hands behind back. Repeat in moderately fast rhythm. 2. Stride position—bend down quickly and touch floor. Keep upper back flat, knees straight, neck pressed back. Return immediately to starting position striking the thighs with hands. 3. Stretch arms up overhead—alternate arm stretching forward, sideward, and backward. <p>Seasonal Games.....10 min. Line Up Ball or Kick Ball.</p>	<p>Rhythms 15 min.</p> <p>Pop Goes the Weasel</p>	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Hands behind head, elbows well back. Keep the back and trunk straight. Trunk twist to right to left and forward bend. 2. Hands on hips—deep knee bend squat (spread knees wide and keep back and trunk straight). 3. Pulling up the anchor—one foot advanced—reach diagonally forward downward with both hands—bend to forward knee. Pull back with arms, straighten forward knee, bend other knee and twist body at waist. Repeat to other side. <p>Self Testing.....10 min. Bouncing Ball Jumping Jack Rooster Fight</p>	<p>Conditioning Exercises.....5 min.</p> <ol style="list-style-type: none"> 1. Double arm stretching—sideward, forward, upward, backward, downward. 2. Arms of sides—bend trunk to left (see how far down the right leg you can reach). Repeat to left side. 3. Swing right arm forward upward overhead, at same time jump to a forward stride with right foot forward and left foot back. Jump and change hands and feet. Repeat several times in quick succession. <p>Games..... 10 min. Three Deep</p>	<p>Posture 5 min. Sitting Test</p> <p>Conditioning Exercises..... 5 min.</p> <p>Choice of Activities of the Week 5 min.</p>

MONDAY

Conditioning Exercises.....5 min.
 1. Cover the entire body with the light slaps, starting on the chest and arms, down the trunk, front, and back of legs.
 2. Jump to a stride position and bend forward touching hands to floor—come up—jump into the air with feet together and arms overhead as if picking up a ball from floor and coming up to shoot a basket.
 3. Stretch right arm forward upward overhead—lunge forward with right foot—bend right knee, left knee straight, trunk straight and head up—bend forward over bent knee and on to touch floor in front of toes of right foot with right hand. Recover and repeat to opposite side.
Seasonal Games..... 10 min.
 Line Up Ball or Kick Ball.

THIRD
WEEK

TUESDAY

Rhythms..... 15 min.
 Seven Jumps

WEDNESDAY

Conditioning Exercises..... 5 min.
 1. Hands on hips—light jumps in place, alternate toe touching forward.
 2. Standing position—jump to squat position, hands between knees touching floor—stretch right leg back—stretch left leg back so body is supported on hands and toes. Keep head and abdomen up so back is in straight line from head to heels.
 3. Arms and legs raising side-ward alternately.
Self Testing..... 10 min.
 Heel Slap
 Bouncing Ball
 Opening the Rose
 Jumping Jack
 Rooster Fight

Rhythms..... 15 min.
 Seven Jumps

Conditioning Exercises..... 5 min.
 1. Hands on hips—two easy jumps in place—jump to stride on third jump.
 2. Facing partner—grasp partner's hands, right foot forward—pull with one arm and push with other.
 3. Jack in the Box—feet slightly apart—bend the knees deeply on count one—on count two spring high in air and land on toes.
Self Testing..... 10 min.
 Twister
 Heel Slap
 Bouncing Ball
 Jumping Jack
 Rooster Fight
 Opening the Rose

FOURTH
WEEK

THURSDAY

Conditioning Exercises..... 5 min.
 1. Chopping Wood—jump to stride position, clasp hands over right shoulder—strike down between knees and swing back bringing hands over left shoulder with a twisting of the trunk. Now chop from left side.
 2. Standing—arms side horizontal, elbows bent, fingers touching chest—fling arms side-ward and return to place.
 3. Hands on hips—running in place with high knee bend.
Games..... 10 min.
 Cross Tag
 Run and Throw Back Relay

Conditioning Exercises..... 5 min.
 1. Jumping rope—bend elbows and clasp hands as if holding a rope—jump lightly and rhythmically as if turning and jumping a rope—keep trunk erect.
 2. Grasp imaginary broomstick overhead and pull down behind shoulder, then push up—hold trunk erect all the time.
 3. Bend arms, elbows close to sides, fists closed—stretch right arm forward and bend left knee upward—draw right arm forcibly back, extend left arm—replace left leg and bend knee upward. Gradually increase rhythm to running in place.
Games..... 10 min.
 Pom Pom Pullaway

FRIDAY

Posture..... 5 min.
 Reading Position Test
Conditioning Exercises..... 5 min.
Choice of Activities of the Week..... 5 min.

Posture..... 5 min.
 Writing Position Test
Conditioning Exercises..... 5 min.
Choice of Activities of the Week..... 5 min.

INTERMEDIATE GRADES

MONTHLY PROGRAM

	Seasonal Sports (Page 25) Monday	Rhythms (Page 56) Tuesday	Self Testing (Page 86) Wednesday	Games (Page 25) Thursday	Friday
September	Line Up Ball or Kick Ball	Seven Jumps Pop Goes the Weasel	Rooster Fight Bouncing Ball Heel Slap Opening the Rose Jumping Jack Twister	Bears and Cattle Three Deep Cross Tag Pom Pom Pullaway Run and Throw Back Relay	Posture Choice of Activities
October	Line Soccer	Bleking Children's Polka	Twin Walk Corkscrew Knee Dip Stopping Stretch Wiggle Walk Heel Spring	Dodge Ball Flying Dutchman Last Couple Out Link Tag Spin Around Relay	Posture Choice of Activities
November	Newcomb	Dutch Couples Little Man in a Fix	Rocking Horse Rooster Fight Wheelbarrow Race Jump the Stick Through the stick Run the scale	Club Guard Jump the Shot Last Man Over Poison Circle All Up Indian Club Relay	Posture Choice of Activities
December	Newcomb	Norwegian Mountain March Review	Forward Roll Wand Pull Up Seal Slap Shoulder Stand Long Leaged Sitting Stump Walk	Pull Across the Line Circle Bounce Pass Telegram Come Along Over and Under Relay	Posture Choice of Activities

January	MONDAY End Ball	TUESDAY Tantoli Come Let Us Be Joyful	WEDNESDAY Backward Roll Horizontal to Perpendicular Human Ball Tip Up Human Rocker Coffee Grinder	THURSDAY Meet at the Switch Last One Out Club Snatch Poison Seat Lame Duck Relay	FRIDAY Posture Choice of Activities
February	Captain Ball	Ace of Diamonds Highland Schottische	Forward and Backward Roll Head Stand Chicken Fight Fish Hawk Dive Long Reach Wooden Man	Sheriffs Wrestling Circle Duck on a Rock Simon Says Pass & Squat Relay	Posture Choice of Activities
March	Captain Ball	Carrousel Csebogor	Headstand Stiff Leg Bend Stick Wrestle Top Git Up Napoleon Merry Go Round	Chain Dodgeball Gathering Sticks Broncho Tag Spud Obstacle Relay	Posture Choice of Activities
April	Softball	Gustaf's Skoal Broom Dance	Table Wall Pivot Cartwheels Greetings Ankle Throw Alternate Pull and Leap	Junior Olympics a. Jumping b. Running c. Throwing d. Kicking e. Shuttle Relay	Posture Choice of Activities
May	Softball	Review of folk dances learned during year.	Balance Touch Tug of War Kneel and Rise Cricket Walk Cross Leg Walk Clown Tricks	Junior Olympics	Posture Choice of Activities

UPPER GRADES

SCHEDULE FOR SEPTEMBER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	Conditioning Exercises.....5 min. 1. Rest hands on head and bend head backward. Roll head to side, around front, to side, and back. 2. Standing—bend right knee up and grasp toe with left hand, place right hand on knee and stretch forward. Repeat with left leg. 3. Stretch arms overhead—rise on toes—bend knees to deep squat keeping trunk erect—knees stretch—heels lower. Seasonal Games.....10 min. Touch Football or Soccer.	Rhythms.....15 min. Paw Paw Patch	Conditioning Exercises.....5 min. 1. Stretch arms overhead—jump to stride stand and bend the trunk from side to side. Use a moderately fast rhythm. 2. Hands on hips—swing left leg forward and backward as high as possible—keep the knee straight—point the toe, keep trunk erect. 3. Jump to squat position, hands on floor between knees—jump feet backward—lift right arm—replace—lift left arm—replace. Rise and repeat. Self Testing.....10 min. Playground Badge Test	Conditioning Exercises.....5 min. 1. Relaxed shaking of hands and arms. 2. Hands behind head, elbows back and at shoulder level—twist trunk to right, keep feet and knees straight—bend so as to touch floor along outside of right foot—rise and turn trunk front. Repeat to left. 3. Stand in stride position—bend trunk forward from hips—keep back straight, head up. Swing arms forward two times easily—on third swing pull arms to ears—hold—return to side and repeat. Games.....10 min. Keep Away Zig Zag Hopping Relay	Posture.....5 min. Standing Test Conditioning Exercises.....5 min. Choice of 3 from work of the week. Choice of Activities of the week.....5 min.
	Conditioning Exercises.....5 min. 1. Jump to stride and stand with arms flinging sideways—jump with feet together and arms at side—repeat. 2. Sit on floor with feet apart—bend trunk to right, stretching arms toward right foot—swing to left side—raise. 3. Squat, sitting, fingers touching floor—straighten knees, keeping finger to floor. Seasonal Games.....10 min. Touch Football or Soccer.	Rhythms.....15 min. Shoo Fly	Conditioning Exercises.....5 min. 1. Raise arms sideward upward while rising on toes—bend knees to squat position—keep trunk erect. 2. Stride standing—arms raised side horizontal with elbows bent so hands are in front of chest—bend trunk forward keeping head up, back straight—fling arms sideward to shoulder level—bend arms again and return. 3. Run in place. Self Testing.....10 min. Playground Badge Test	Conditioning Exercises.....5 min. 1. Stretch and yawn as if just getting up in the morning. 2. Baseball throw (overhand). Imitate throw. 3. Half horizontal stand—stretch right arm sideward upward by right ear, left arm down at side—bend body forward taking weight on right foot, left foot extended backward. Keep head and trunk in straight line. Games.....10 min. Maze Tag	Posture.....5 min. Sitting Test Conditioning Exercises.....5 min. Choice of Activities.....5 min.
SECOND WEEK					

THIRD WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Conditioning Exercises..... 5 min. 1. Slowly raise the arms side-ward upward and at same time rise on toes—slowly lower arms and heels. 2. Standing broad jump. Swing arms when jumping. Land on both feet. 3. Jump to stride position—bend trunk forward, clasped hands touching floor—return to standing position swinging arms vigorously overhead. Seasonal Games 10 min. Touch Football or Soccer.	Rhythms 15 min. Paw Paw Patch Shoo Fly	Conditioning Exercises 5 min. 1. Stand in stride position, hands behind head, elbows back and at shoulder level—sway trunk from side to side. 2. Bend trunk forward, grasp ankles, keep knees straight—pull to bring head to knees. 3. Jump to squat position with hands on floor between knees—jump feet back, keep back straight and abdomen up—lift right leg and replace—lift left leg and replace. Self Testing 10 min. Playground Badge Test	Conditioning Exercises 5 min. 1. Stand—keep trunk erect—swing arms forward so they cross in front of body, then fling arms sideward diagonally upward and back. 2. Jump to squat position with fingers touching floor—jump to stretch position, flinging arms sideward and diagonally upward. 3. Run in place—every third step pretend to jump or hurdle over an imaginary hurdle. Games 10 min. Three Deep	Posture 5 min. Reading Position Test Conditioning Exercises 5 min. Choice of Activities 5 min.
FOURTH WEEK	Conditioning Exercises 5 min. 1. Standing—two jumps in place—on third jump turn 90 degrees. Repeat three times. 2. Bend forward touching toes—raise trunk placing hands on hips—extend arms upward vigorously—return hands to hips and back to floor. Moderately fast rhythm. 3. Jump to squat position with hands on floor between knees—jump feet back keeping head up, back straight—roll to right side, stretch left leg and left arm upward—replace and roll back with both hands and feet on floor—repeat to left side. Seasonal Games 10 min. Touch Football or Soccer.	Rhythms 15 min. Paw Paw Patch Shoo Fly	Conditioning Exercises 5 min. 1. Standing on right leg, left knee bent toward chin, bend arms with hands to shoulders—stretch sideward and bend—stretch forward and bend—stretch up and bend—hands and left foot return to position. 2. Sitting with legs spread wide, hands behind head, elbows back and at shoulder level—bend trunk forward and raise 3. Jump with feet apart and clap hands overhead—jump with feet together and hands at sides. Self Testing 10 min. Playground Badge Test	Conditioning Exercises 5 min. 1. Standing—place hands behind, elbows back and at shoulder level—twist trunk to right—twist left—repeat. 2. Jump to squat position with hands on floor between knees—jump feet back so body is in a straight line—bend elbows so nose touches floor (no other part of body touches)—push back to position. 3. Clench fists, elbows straight—extend right arm up and left arm down—swing left arm forward upward, right arm backward and downward making a complete circle. Games 10 min. Ground Ball	Posture 5 min. Writing Position Test Conditioning Exercises 5 min. Choice of Activities 5 min.

UPPER GRADE MONTHLY PROGRAM

	Seasonal Games (Page 25) Monday	Rhythms (Page 56) Tuesday	Self Testing (Page 86) Wednesday	Games (Page 25) Thursday	Friday
September	Touch Football or Soccer	Paw, Paw Patch Shoo Fly	Playground Badge Test	Keep Away Maze Tag Ground Ball Three Deep Zigzag Hopping Relay	Posture Choice of Activities of the week
October	Touch Football or Soccer	O Susanna Skip to my Lou	Jump Through Hands Bear Dance Wrestler Hold Wrestle Crane Dive One Leg Squat Balance Bend	Circle Chase Boundary Ball Goal Ball Triple Dodge Ball Rescue Relay	Posture Choice of Activities of the week
November	Volleyball or Deck Tennis	Captain Jinks Bingo	Push from Wall Girls Push Up—Boys Forward Roll Elephant Walk Indian Leg Wrestle Frog Dance Thigh Stand	Prisoner's Base Catch the Cane Home Run Crows and Cranes Overhead Relay	Posture Choice of Activities of the week
December	Volleyball or Deck Tennis	Virginia Reel Review	Straddle Pull Up Backward Roll Camel Walk Body Bounce Tip Up Hand Wrestle	Attention Master of the Ring Don't Drop It Overtake Kangaroo Jump Relay	Posture Choice of Activities of the week
January	Nine Court Basketball or Pin Basketball	Arkansas Traveler Schottische	Stomach Balance Headstand Aviation Test Stick Wrestle Stump Walk Tangle	Hot Potato Catch Basket Bean Bag Num- ber Pass Circle Stride Ball Straddle Ball Relay	Posture Choice of Activities of the week
February	Nine Court Basketball or Pin Basketball	Rye Waltz Sicilian Circle	Pyramids a. Squash b. Fun c. Original	Bull in the Ring Seat Taa Alphabet Game Potato Race Farmer and Crow Relay	Posture Choice of Activities of the week
March	Long Base	Camptown Races Head Two Gents Cross Over	Hand Stand Jump Foot Cricket Walk Spinning Wheel Churn the Butter Under the Wand	Tail Snatching Poke Taa Can Cricket Hand Bat Ball Snake Walk Relay	Posture Choice of Activities of the week
April	Softball	The Girl I Left Behind Me She'll Be Com- ing Round the Mountain	Cartwheels Heel Spring Human Fly Knee Snap Centipede Pull to Stand	Track and Field a. Running b. Jumping c. Throwing d. Kicking e. Relays	Posture Choice of Activities of the week
May	Softball	Review of All Dances	Skin the Snake Human Rocker Archway Repeat Play- around Badge Tests	Potato Relay See Junior Olympics	Posture Choice of Activities of the week

CHAPTER TWO

STORY PLAYS

FOR PRIMARY GRADES

Playing in the Barn

1. Run out to the barn—run in place lifting the knees high.
2. Climb the ladder to the hay mow—climb an imaginary ladder reaching high with hands and lifting the knees.
3. Jump and land in the hay—jump into the air and land with a deep knee bend.
Repeat several times climbing the ladder in between jumps.
4. Climb down the ladder and run outside—climb as if climbing the ladder and run in place.
5. Windmill—with the arms out to the sides horizontally make circles backward alternating the arms.
6. Pumping water—imitate pumping motion with the arms and bending the knees.
7. Chopping wood—chop down from over the shoulder with an imaginary ax.

Playing on the Playground

- Rolling a ball—bend one knee and stoop down as if bowling a ball.
2. Jumping rope—jump rope in place jumping over an imaginary rope, turn the rope backward.
3. See saw—two children face each other, one does a deep knee bend as the other stretches up as tall as possible, reverse and repeat. The movement should look like one end of the see saw going up while the other goes down.
4. Pushing a swing—each child pushes forward as if pushing an imaginary swing.
5. Playing squat tag—as the teacher calls out the children's names each child squats as if to avoid being tagged.

Gardening

1. Spading the garden—dig with an imaginary shovel or spade and throw the dirt over first one shoulder and then the other.
2. Raking the garden—rake with an imaginary rake.
3. Planting seeds—take imaginary seeds from packets and stoop down to plant them. Straighten the body between the planting of each seed.
4. Hoeing weeds—use a hoeing motion chopping down on the weeds.
5. Picking flowers—the flowers are low so one must stoop down to pick them.

Cowboys and Indians

1. Indians galloping across the plains—use the gallop step in place riding an imaginary horse.
2. Twirling a lasso—twirl the lasso overhead and in circles backward toward the floor. Use both hands to twirl, alternating first one and then the other.
3. Cowboys picking up an object while riding—using the gallop step lean well to one side and pick up an object off the floor. Repeat to the other side.
4. Indians shooting with a bow and arrow—shoot with an imaginary bow and arrow.
5. Jumping a fence while riding—cowboys gallop in place and jump as if hurdling a fence.

At the Circus

1. Elephant parade—clasping both hands in front, stoop over and let the arms hang freely from the shoulders as if they were the trunk of the elephant. Walk around in this position.
2. Trapeze performer climbing to the trapeze—reach up and climb as if climbing a rope or ladder.
3. Performing horses—gallop around the room.
4. Performing dogs—children run on hands and feet, straighten up and sit on heels holding hands up as a dog holds his paws when sitting up.
5. Chariot race—children are arranged in groups of three. Two children stand side by side and join inside hands while the third stands behind the pair and takes hold of their outside hands with his hands. The first two are the horses while the back one is the driver. Gallop around the room.

Airplanes

1. Starting the propellers ready for the take off—circle the arms backward in large circles alternately.
2. Taking off—starting in a crouched position run forward slowly, gradually coming to the erect position and increasing speed.
3. Banking for a turn—with the arms to the side run and when ready for a turn lean toward the side toward which the airplane is turning and drop the arm on that side as if dropping the wing of the plane. Raise the other arm a corresponding amount. Bank to both sides.
4. Air pockets making the air bumpy—with the arms out to the side as if they were wings of the plane jump and land with knees bent as if dropping suddenly.
5. Spiralling down for a landing—with the arms out as wings start turning as if coming in for a landing. Start making a large circle and make the circle smaller and smaller as the knees are bent so that the body comes nearer the ground.

Nursery Rhymes

1. Little Miss Muffit—crouch down and sit on the heels as if sitting on a “tuffet”, pretend to eat the curds and whey, spring up with a jump when the spider comes, run in place as if running away. Repeat the rhyme as it is dramatized.
2. Little Jack Horner—start in a crouched position sitting on the heels, pull out the “plum” and stretch up as tall as possible in good posture when saying “What a big boy am I”.
3. Humpty Dumpty—sit on the floor and roll around like an egg. When Humpty Dumpty has his fall roll over and stretch out on the floor. The king’s horses and king’s men gallop in like the chariot race in the story play At the Circus.

Cleaning the Yard

1. Raking the grass—use large sweeping motions of the imaginary rake.
2. Picking up papers—stoop over and pick up pieces of paper. Straighten up and stoop over for each piece.
3. Pushing the lawn mower—push an imaginary lawn mower around with both hands making a noise to imitate the lawn mower.
4. Picking up the grass—stoop over and gather large arm fulls of grass to place in an imaginary wheelbarrow.
5. Pushing a wheelbarrow—two children may do this, one acting as the wheelbarrow while the other pushes it. With the first grade children each may push an imaginary wheelbarrow while the other two grades may actually use the wheelbarrow stunt described in the self testing activities.

Going Fishing

1. Digging the bait—dig with an imaginary shovel, stoop over and pick up the worms to put in a can.
2. Rowing the boat—use a rowing motion using both hands on imaginary oars.
3. Casting—with an imaginary casting rod use an overhand throw as if casting the bait far out on the water. The throw is much like an overhand baseball throw.
4. Pulling in the fish—use a hand over hand motion pulling in the line with the fish on it.
5. Rowing back to shore—repeat the rowing motion used previously.
6. Running back with the fish—run in place.

A Shopping Trip

1. Traffic cop—stand with both arms out to the side as the police officer does when directing traffic. Turn first in one direction and then in the other.
2. Riding the elevator up and down—start in the crouched position and gradually rise until standing on tip toes, then slowly come down to the crouch position again. Repeat several times.

3. Trying on clothes—imitate the motion used in trying on coats, dresses, sweaters, etc. Use the arms overhead.
4. Trying on shoes—stoop over and untie and tie shoelaces as if trying on new shoes.
5. Picking out groceries from the high shelves—reach first with one arm and then another as if reaching for canned goods on a high shelf.
6. Carrying home the packages—with imaginary packages in each arm walk or run in place.

Swimming Party

1. Playing in the sand—bend over and pick up handfuls of sand and then straighten up and throw it over the shoulder. Repeat the activity and throw the sand over the other shoulder.
2. Jumping the waves—take a series of little jumps as if jumping breakers.
3. Swimming on the back—bring the arms up along the sides to a position overhead, keeping the arms straight pull them down to the sides. Repeat several times.
4. Climbing on the raft—imitate climbing a ladder using both arms and legs in the climbing movement.
5. Jumping into the water—take a jump and land with the knees, hips, and ankles bent.

Gathering Wood

1. Run to the woods—run in place.
2. Chop down the trees—use a chopping movement with both hands over first one shoulder and then the other.
3. Sawing up the trees—push back and forth with both hands as if using a large saw.
4. Splitting up the kindling wood—use a chopping movement but this time the movement is not as large, the hatchet is not swung over the shoulder.
5. Carrying the wood into the house—with an imaginary load of wood in both arms lift the knees high as if climbing steps.
6. Making the fire—stoop over and fix the wood for a fire.

Playing with Toys

1. Riding a tricycle—hold the hands out as if holding on to handle bars. Lift first one knee and then the other imitating the peddling motion used in riding a tricycle.
2. Airplanes—with the arms out to the side run around banking and turning like the earlier story play on airplanes.
3. Mechanical dolls—walk forward stiff legged, bow by bending forward from the waist in a deep bow. Turn around, use the arms stiffly.
4. Electric train—several children stand one behind the other with hands on each others shoulders. Run around the room keeping together. Make a noise like the sound of an engine and toot like a whistle.

5. Jumping Jacks—squat on the floor with the hands touching the floor lightly in front of the feet. Spring into the air and land with the feet apart and the arms out to the side. Repeat several times in succession without stopping in between.

Playing after School

1. Tops—jump into the air and try to make a complete turn before landing.
2. Hop Scotch—jump as if playing hop scotch.
3. Batting—with an imaginary bat clasped in both hands swing the bat around as if batting in baseball.
4. Shooting marbles—kneel on one knee and pretend to shoot marbles.
5. Tossing a ball—throw an imaginary ball into the air and pretend to catch it.

Garden Flowers

1. The flowers send forth their first shoots—start in a crouched position and gradually rise to the standing position.
2. The shoots spread out and grow further—still in the standing position push the arms out to the side and rise on the tip toes as if still growing.
3. Wilting from lack of water—from the tall position with the arms out to the sides relax and drop the arms, revive and wilt again.
4. Blowing in the wind—with the arms overhead bent first to one side and then the other, forward and backward.
5. Flowers are picked—standing tall and in good posture stoop suddenly as if picked.

Cleaning the House

1. Rolling up the rug—bend over and pretend to roll a large rug.
2. Sweeping—use an imaginary broom to sweep with.
3. Running outside to beat the rug—run in place.
4. Beating the rug—using an imaginary rug beater, beat the rug.
5. Dusting the house—reach high and low to dust everything.
6. Returning the rug to its place—pretend to carry it in and then lay it out flat again.

Peter and Peggy Play with Pets

1. Peter and Peggy run with Tag—all children pretend to keep pace with dog by running in place and looking down at a dog.
2. Throw a ball to Tag—pretend he retrieves it. Stoop and take it from him. Throw the ball again.
3. Bounce an imaginary ball on a rubber band for Peggy's cat. Keep lifting the string higher and higher as the cat reaches for it.
4. Give the dog some fresh water—run the water into a bowl and place it on the floor, stooping down to do so.
5. Take milk from refrigerator and pour it in a bowl for the cat.

Peter and Peggy go to the Farm

1. Father takes Peter and Peggy to the train.—Six or eight children make a train by standing one behind the other with the hands on each other's shoulders. They run in place and make a noise like a train.
2. Peter and Peggy climb on the train—ride along and look out windows. Sit down on heels and pretend to ride.
3. Climb down off train.
4. Climb into farmer's wagon.
5. Climb out of wagon and run into the house.
6. Run out to the barn with the farmer.
7. Search for eggs in the hay.
8. Stoop and pretend to milk the cow and drink the warm milk.

First Day at School

1. Wake up and stretch hands.
2. Climb out of bed.
3. Wash, brush teeth, comb hair.
4. Put on clothes—lace shoes.
5. Walk in place to school.
6. Help build a rabbit house at school—saw boards, measure, drive nails.

Christmas Time

1. Run out into the woods. Chop down the Christmas tree—use chopping movements with both hands over first one shoulder then the other.
2. Throw the tree over the shoulder and carry it home. When tired change shoulders.
3. Nail the holder on the bottom of the tree and carry it into the house and place it in the corner.
4. Hang balls and tinsel on the tree. Stretch high for some balls.
5. Climb up the ladder and place the star at the top of the tree.
6. Climb down the ladder.
7. Stoop and fix cotton around the bottom of the tree.
8. Place packages under the tree. Go to another room—get packages—stoop and arrange them under the tree, stretching as you do so.

Thanksgiving Time

1. Run out to catch the turkey. Chase him under the barn.
2. Lie down flat on the stomach. Stretch under the barn and drag the turkey out.
3. Throw turkey over the shoulder using both hands to show how heavy it is.
4. Trudge to house as though weighted down by the turkey.
5. Chopping off head. Hold head in one hand. Use chopping movements but not large ones.
6. Dip turkey up and down in hot water.

7. Picking off the feathers. Use jerky movements for wing feathers which are hard to remove.
8. Carry turkey into the house.
9. Set the table for mother.

Little Jack Rabbit (Friendly Stories, p. 38)

1. Rabbits looking out of holes—children crouch down and peep through desks.
2. Jump out into moonlight and hop about.
3. Hop through the woods to the hedge.
4. Crouch low, sit on heels and listen.
5. When they hear nothing, pretend to crawl through hole in hedge.
6. Dig up carrots with paws. Nibble and nibble on carrots and cabbage.
7. Stop now and then to look and listen.
8. When they have eaten enough, hop through hedge and hop back home. Hop in place.

The Bear and the Bees (Friendly Stories, p. 69)

1. Choose some children to be bears and others to be bees.
2. Bears go pad, pad, pad through the forest looking for honey. Children get down on all fours and walk in place.
3. Stop now and then and sniff for honey.
4. Bees buzz in and out a hole. Make flying motions with arms and buzz like bees.
5. Bear climbs up the tree to the hole. Sticks head in the hole. Pretend to climb the tree.
6. Bees pretend to sting him as he does so.
7. Bear climbs back down.
8. Pads back through woods with slow, heavy step swinging from side to side.
9. Sticks nose into soft mud.
10. Takes turtle back to honey tree. Let every other child be a bear this time and pad along while turtles crawl beside them.
11. Bears pretend to lift turtles into holes.
12. Bees swarm and buzz and sting. Turtle draws up tight into shell. Children draw parts of body together.
13. Bears climb trees and eat honey.

Getting Ready for Winter

1. Picking apples—run out to barn.
2. Run in place.
3. Get ladder and sacks. Lift ladder on shoulder.
4. Carry ladder to orchard as though heavy.
5. Take ladder off shoulder. Adjust on limb of the tree.
6. Tie sack on shoulder.
7. Climb up ladder to pick apples. Climb in place. Use arms and legs to climb.

8. Pick apples and place in sack. Stretch way out for those farthest away.
9. Climb back down the ladder and lift apples into wagon.
10. Climb in wagon and ride home.

Digging Potatoes in Victory Garden

1. Walk briskly home from school.
2. Change clothes. Imitate the motions used in taking off clothes and putting on others.
3. Stoop and unlace shoes. Pull on another pair. Lace and tie.
4. Gather up baskets and hoe.
5. Hurry to the garden.
6. Bend over and pull dead vines from hills before beginning to dig.
7. Hold the hoe with both hands and dig, stopping often to pick up potatoes and toss lightly into baskets.
8. Pretend to carry home the very heavy baskets. Two children carry each basket.

Driving a Car

1. Climb into the car. Turn on the ignition and step on the starter.
2. Drive along and steer car. Sit on heels and balance self while driving.
3. Flat tire. Pretend to pull tire from wheel and put on spare.
4. Pump up spare tire with both hands working very hard.
5. Climb back in car. Drive on again.
6. Engine trouble. Crank car with old fashioned crank.
7. Wash and polish the car after getting home. Rub very hard to make the car shine.

CHAPTER THREE

GAMES, SEASONAL SPORTS, AND RELAYS

Suggestions for Teaching Games

1. In order to save time and avoid confusion, it is advisable to discuss with the children before going out to play, the position on the playground and the formation (circles, lines, etc.) they are to assume in readiness for the first activity.
2. Let children help as much as possible. Where possible, let them assist as leaders of a group. Squad organization gives ample opportunity for developing leadership.
3. Remember that the primary objective of a game (for the child) is to have fun.
4. Conduct the games program out-of-doors whenever possible or feasible.
5. Know the rules of the game and enforce them.
6. Never test the physical endurance of a child. Stop an activity before he becomes exhausted.
7. Keep as many children as possible active at the same time.
8. Concerning adjustments:
 - a. Distances listed in the description of the activity should be considered relative, and not absolute; adjustments can be made to suit the play space and the age group playing the game. The size of the play area recommended in the description of an activity is also flexible in most cases.
 - b. Rules can similarly be changed to suit the situation.
 - c. Equipment should be considered as variable and bean bags can frequently be substituted for balls, milk bottles for Indian Clubs, a rope for a volleyball net, wastebaskets for regular basketball hoops, old tennis balls for playground or handballs.
 - d. Many playground games can be made usable for classroom use with a little ingenuity as to changes.

Suggestions for Teaching Relays

1. Be sure the starting line and goals are clearly defined and understood.
2. Keep the number on a team small enough that the contestants do not have long to wait for turns.
3. Do not make the distance too great especially for children or when the group is not accustomed to running.
4. A relay should be run several times to determine the real winner but do not run it too many times.
5. Be sure to have the same number on each team.
6. Specific rules with corresponding penalties should be agreed upon in advance and carried out. Use people from the group to help check on it.

DESCRIPTION OF GAMES AND RELAYS

Aisle Pass Relay

The children are seated facing the aisles. A ball or bean bag is passed with the left hand, down each row from the head of the row to the foot and back to the head with the right hand from player to player. The row finishing first is the winner.

All Up Indian Club Relay

In front of each row of players or each team draw two small circles near the boundary line. In one of the circles place three Indian Clubs or milk bottles standing up. At the signal the last player in each row runs to the right of the row and changes the Indian clubs to the other circle one at a time and using only one hand to do this. If the clubs fall they must be righted before the players continue. The player then runs to the left of the row and touches the player in front of him who repeats the same procedure. The team that finishes first wins.

Alphabet Game

A card six inches square bearing a letter of the alphabet is given to each player. The group is divided into two teams, one team has cards with black letters and the other team red letters. The teams line up on opposite sides of the room. The teacher calls out some word such as "water". The players holding the letters in that word must run to a chosen place (blacks on one side, reds on the other) and arrange themselves so as to spell the word in the proper order. The team completing its work first wins one point. In the case of a word containing the same letter in two places the player having that letter must run back and forth between the two places where it occurs. Letters must be held in front of each player right side up. The teacher should have her list made out beforehand. Avoid using the same letters too many times. If there are more letters than players it is necessary to give some players two letters to take care of.

Attention

Players are seated in the seats with the same number in each row. The players in each row are numbered consecutively from the front to the back. The leader calls a number, for example, five. The fifth player in each row stands and runs around his row clockwise and returns to place. The first player seated scores one point for his team. The team having the highest score at the end of the time wins.

Back to Back

The players are scattered about the play area in couples, back to back, with arms clasped. An extra player is "it". At a signal from the leader, all players change partners and stand back to back with the new partner while "it" tries to get a partner. The odd person now left then becomes "it".

Ball Passing

The children are divided into two teams and form a single circle. A ball or bean bag is passed around from one person to the next around the circle. The teacher, at intervals, adds another ball and still another. Whenever a child misses or drops a ball, a point is scored against his team. At the end of the playing time the team with the lowest score wins.

Ball Rolling

Place a wastebasket on its side and mark a starting line approximately ten feet from it. Standing behind the line, roll the ball toward the wastebasket. As the students succeed move the starting line further back. Later they may try to roll the ball between two books which are set up at a reasonable distance from the starting line and far enough apart so the ball can be rolled between them with about an inch to spare.

Bean Bag Basket

Place an empty wastebasket about ten to fifteen feet from the throwing line. Tossing one bag at a time throw three times. Score one for each successful toss. Several children can be tossing at the same time.

Bean Bag Number Pass

Players remain in their seats and are numbered consecutively from front to rear. Each row comprises one team. The last player in the row comes to the head of his row and is given a bean bag. A number is called by the teacher and that player in each row then stands to catch the bean bag which is tossed to him by the player at the head of the row. It is immediately passed forward with each player touching it. The first player in each row holds up the bag when he receives it and a point is given to the fastest row. The game is repeated with another number being called. After several times all players move back one seat, taking a new number, and the player now at the back becomes tosser while the former tosser now becomes player one. The team having the highest score at the end of the time wins.

Bears and Cattle

The play area is marked off at either end for a goal. The bear's den is marked off opposite the center at the side of the area. The players are divided equally between the two goals while the bear starts at his den. As the cattle run back and forth from one goal to another, the bear chases them and all that he tags then become bears and have to assist him. They must return to the den and join the line of bears who have their hands joined. The original bear is at the head of the line and the player at the foot of the line is the only one who can tag the cattle as they run from goal to goal. If the bear line breaks, the cattle can chase the bears to the den and any bears that are tagged then become cattle again. The last one of the cattle to be caught is bear for the next game.

Bird Catcher

Mark off a cage at one end of the playing area in the corner. At the same end but in the opposite corner mark off a nest. The players who are

assigned names of birds are in the forest at the other end of the playing area from the nest and cage. Several players may have the same name. Two bird catchers stand in the area between the forest and the nest. When the leader calls the name of a bird all the players by that name must leave the forest and try to run to the nest while the bird catchers try to catch them. Players that are caught must go to the cage. When all the bird names have been called the birds return to the forest and the bird catcher tries again to catch more birds to add to his nest as the leader calls the names again. The last two players caught are bird catchers for the next game.

Black Tom

Two goals are set up about 50 feet apart. All the players are lined up behind one goal with "it" in the center between the goals. When "it" calls "Black Tom" three times in succession, all players must run to the opposite goal while "it" tries to tag as many as possible. All players tagged help to catch the remainder. "It" may attempt to fool the group by naming some other color besides black such as "Red Tom, Black Tom, Black Tom", etc. Any player who leaves base then must go to the center and help "it". The last player caught becomes "it" for the next game.

Boundary Ball

Divide the group into two equal teams. Draw a square sixty feet on each side and divide it with a center line. Station one team in each half of the field guarding the goal line behind them. Give each team a soccer, volleyball, or softball. The object of the game is to bounce or roll the ball across the opponent's goal line; fly balls do not count. Players may move about in their own half of the field but cannot cross the center line into the opponent's half of the field. The team throwing the ball across the opponent's goal line first wins.

Broncho Tag

The group is divided into couples which are the bronchos. The players stand one behind the other with the front man being the head and the rear man, who grasps the head man around the waist, being the tail. There are two extra players, a runner and a chaser. In order to avoid being tagged, the runner may escape by grasping the tail of the broncho and the head now becomes the runner and the tail becomes the head. In order to avoid the runner, the broncho may turn and twist in any direction. To prevent the head from using the hands to avoid the runner catching on, he should fold his arms on his chest. If the runner should be tagged before he can catch onto a broncho, the chaser becomes the runner and the runner, the chaser.

Brownies and Fairies

Goals are set up about 40 feet apart. The players are divided in two equal groups, half being fairies, and the other half being brownies. The brownies turn their backs to the fairies who try to steal up to the brownies noiselessly. One brownie has been watching and when the fairies are close, that player says: "Look out for the fairies". At that signal the brownies

turn and chase the fairies. All the fairies that are caught now become brownies and the game is repeated with the fairies turning their backs. The side having the most players at the end of playing time wins.

Bull in the Ring

The players form a single circle with hands joined. The "bull" who is inside the circle, walks around examining the circle and looking for weak spots. As he walks he asks various players what the ring is made of and they reply: "wood", "steel", etc. When the "bull" breaks through he runs and the other players chase him. The first person to tag the "bull" becomes "it" for the next game.

Captain Ball

Ground: On each side of the ground, at corresponding distances from the center, three small circles are drawn for bases at the points of a triangle. The circle should be approximately three feet in diameter. The distance between each two circles forming a triangle should be at least 15 feet. More circles may be added if necessary to accommodate a larger group of players.

Teams: The players are divided into two teams, consisting of three basemen, three base guards, and one fielder. One of the basemen is captain and stands in the base at the end of the ground farthest from the center. Each team has a guard stationed near each of its opponent's bases, and a fielder whose place should be near the center of the ground, but who is free to run to any part of the ground and pick up the ball whenever it goes afield.

Object: To have a captain catch a ball from one of the basemen. A ball caught by the captain from the guard or fielder of his team does not count. Of course, the guards will try to prevent the ball being caught by a captain from one of his basemen or by one of the basemen from his fielder, and on the other hand, will try to secure the ball and send it back to their own basemen or fielder.

Start: The ball is put in play, being tossed up in the center of the ground by a third party between the two fielders, both of whom try to catch it. The one who succeeds has first throw. Touching the ball is not enough for the first catch; it must be caught in both hands. In case of dispute the ball should be tossed again. The ball is put in play this way after each point scored; also after going afield and being picked up by one of the fielders.

Rules: The basemen may put one foot outside of their bases or circles but at no time both feet. Each guard must remain near the base he guards, but may not step within it, even though with one foot. Should either side transgress these rules or make any other foul, the ball is thrown to one of the basemen on the opposite side, who is given free play to throw to his captain without interference of his own guard although the captain's guard may try to prevent it being caught. A ball that goes afield is put in play at the center as at the opening of the game.

Fouls: It is a foul to (1) transgress any of the rules given above; (2) snatch or bat the ball; (3) bounce the ball more than three times in succession; (4) run with the ball; (5) kick the ball; (6) hand instead of throwing it; or (7) hold it longer than time enough to turn once around quickly or three seconds. Penalty for fouls consists in allowing opponents a free throw from one of their basemen to their captain as described under rules.

Score: The ball scores one point whenever a catch is made by a captain from one of his basemen. It does not score when the captain catches it from a guard or fielder. Play the game in 10 minute halves between which basemen and guards change places. The team wins having the highest score at the end of the second half. The ball is put in play at the center after each point is scored.

Can Cricket

Two cans, a bat, and a ball are needed for this game. The two cans are placed about fifty feet apart with the batter at one can and the pitcher at the other. There is a runner at the can beside the pitcher. The rest of the players are scattered about the field as fielders. The batter keeps his bat in contact with the ground in front of his can and the pitcher rolls the ball at the can trying to hit the can down. The batter hits the ball with the bat and the batter and the runner exchange places as many times as they think they have time to without being put out. An out is scored by a fly ball which is caught or knocking the can down with the ball before the runner reaches the can. When an out has been made all the fielders move up one position with the catcher becoming the batter, etc.

Cat and Rat

The children join hands to form a circle. The "cat" stands outside the circle while the "rat" stands inside the circle. The game is started by the "cat" saying to the "rat": "I will catch you" to which the "rat" replies: "If you can". The children in the circle try to help the rat by raising their arms to let him out or lowering them to keep the cat out. When the "cat" catches the "rat" both return to the circle and two new players are chosen. Should the chase continue for too long, time may be called and two new players chosen to prevent the "rat" from becoming too tired.

Catch Basket

The group is divided into two teams, each of which is arranged in a semicircle on either side of the room. A wastebasket is placed on a desk in the center of the room. Each person on both teams is given a chance to toss a bean bag or eraser into the basket. If he is successful, two points are scored for his team. One person is stationed at the basket to return the bean bag to the proper side. The team having the higher score at the end wins.

Catch the Cane

The players are arranged in a circle not more than 15 feet in diameter. The player who is "it" has a three foot stick in the center of the circle.

A baseball bat can be used for the stick. "It" steadies the stick in the center of the circle with one finger with the stick sitting upright on the floor. He then calls the name of a player and lets go the top of the stick. The player named tries to catch the stick before it hits the floor. If he is successful he returns to the circle but if he misses he becomes "it".

Chain Dodge Ball

Five players stand in a line, one behind the other, grasping each other around the waist. The player at the front is the head of the horse and the one at the rear is the tail. The horse is standing in the center of a circle formed by the other players. The object of the game is to hit the tail of the horse with a ball or bean bag. The horse tries to avoid being hit by facing the direction that the ball is coming from. The head may use his hands to knock the ball back to the circle players. Any circle man hitting the tail of the horse becomes the head and the tail retires to the edge of the circle.

Charley over the Water

A circle is formed with "it" in the middle. As the players walk around on the outside of the circle they chant the following verse:

Charley over the water
Charley over the sea
Charley catch a blackbird
But can't catch me.

As they finish the last word, the players stoop and try to touch the hand to the floor before "it" can tag them. Anyone tagged becomes "it".

Circle Bounce Pass

The players form a circle passing the ball by bouncing it on the floor to the player on the right. A competitive element may be added by having two or more circles compete to see which circle can pass the ball all around the circle and back to the original passer first.

Circle Chase

A single circle is made and the players count off by fours. Each group of four constitutes one team. The leader calls out a number from one to four and the players having that number run counter-clockwise around the outside of the circle. The first player returning to place raises his hand and scores one point for his team. The game is repeated with another number being called.

Circle Stride Ball

The players are arranged in a circle with feet in a stride position and touching the feet of their neighbors on either side of them. One player is in the center of the circle and that player has the ball. The center player tries to throw the ball between the legs of the players and out of the circle. Circle players must keep their hands on their knees until the ball has left the thrower's hands; then they may use their hands to block the ball. The feet may not be used for blocking but the players may drop

one knee without moving the feet to prevent the ball from going through between their legs. When the ball goes between the legs of any player he must change places with the center player. If the ball goes between the legs of two players and out of the circle, the one to the right of the ball recovers it and puts it in play. The ball may be played through the legs of a player by another circle player.

Club Guard

The players form a single circle about 35 feet in diameter. Three Indian Clubs are placed in the center to form a triangle. Each club is about three feet apart. One person is a guard and he is placed inside the circle. At a given signal a player on the outside of the circle throws a ball toward the clubs trying to knock them over. Players can throw the ball only from their place on the edge of the circle. Any player knocking over a club or forcing a guard to knock a club down becomes the guard and the guard takes his place on the circle.

Club Snatch

The group is divided into two teams which are lined up on the goal lines which are about fifteen feet apart. An Indian Club with a handkerchief hung on it is placed between the two teams but closer to one team than the other. At a signal one player from each team runs out and the player from the team nearer the club tries to steal the handkerchief and run home without being tagged by the other man. If he succeeds both players stay on that side. If he fails both return to the other side. Players on each side must take turns at running. The team that succeeds in getting all the players wins.

Come Along

Players sit in their seats. "It" skips up and down the aisles stopping to take the hand of one of the seated players and saying "Come along". Keeping hands joined these two continue skipping until the second player stops at the desk of another player to say "Come along". This is continued until the leader gives a signal and all skipping players run for a vacant seat. The one left without a seat becomes "it".

Corner Ball

A court approximately thirty by fifty feet is divided into two equal courts. A six foot square is marked off in each corner. The teams may vary in size from eight to fifteen or more on each side of the court. Two members of each team are placed in the corner squares in the opponent's half of the field. The remainder of the players are guards. The object of the games is for the guards to score a point by throwing the ball over the heads of the opponents to their own players in opposite corners. To start the game the ball is tossed up at the center line between two opposing players. Guards may not run with the ball, although they may move about in the area if they do not have the ball; they may not hold it more than three seconds; they are not permitted to cross the center line nor enter the corner squares. For the above fouls the opponents are awarded a

point. If the ball goes out of bounds it is recovered by the nearest guard and put back into play. The team having the highest score at the end of the period wins.

Corner Spry

The group is divided into four teams called North, South, East, and West. Each team is stationed in a corner. They stand side by side in the corner with the captain of each team in the center of the room. A bean bag is given each captain and at a signal the captain throws the bean bag to each member of his team in turn who throws it back to him. As the bag is thrown to the last player in the line, the captain calls "Corner Spry" and takes his place at the end of the line. The player at the head of the line then becomes captain. The game is repeated until every player has had opportunity to be captain. The team finishing first wins.

Crossing the Brook

To designate the brook mark off two lines about a foot apart. The children in turn run and try to jump over the brook. Those who are successful try to jump back over the brook from a standing position with the feet together. As the children are able to do this, mark off a wider brook and repeat as above.

Cross Tag

The game is started by "it" who calls the name of the player he wishes to chase. He continues to chase that player until he tags him or until another player crosses between "it" and the runner. Then "it" must chase the new person.

Crows and Cranes

The group is divided into two equal teams which are lined up in the center of the field on two lines about three feet apart. Parallel with the center lines and at the end of the playing area are the goal lines. One team is known as the "cranes" while the other team is called "crows." The leader stands at one end of the center lines and calls either crows or cranes in any order that he wishes. The team that is named must dash for goal and try to reach there before the other team which has given chase can tag them. If tagged they must join the other side. Other words beginning with the same letters such as "crackers" may be used to confuse the players. The call should be drawn out so that it is hard to tell what the leader is going to say. The team having the greater number at the end of the playing time is the winner, if one team has not captured all of the other team first.

Deck Tennis

Volleyball rules are used to play the game or if the number is small lawn tennis rules may be used. The ring is of composition and is thrown and caught with one hand only. Rules require that the ring be caught and thrown with the same hand and that the player does not allow it to

slide down the arm past the wrist. The ring must have a minimum upward flight of six inches which eliminates "smash" throws. Two players on the same side may not catch it on the same play.

The ring can be improvised of rope which has been spliced and covered with waterproof adhesive tape. If the rope is small several thicknesses of rope can be taped together. The ring should be approximately six and one half inches in diameter and one and one quarter inches thick.

Dodge Ball

The group is divided into two teams, one of which forms a circle and the other team is scattered about inside the circle. The circle men throw the ball at the players inside the circle and attempt to hit them below the waist. Any player thus hit is out and must return to the edge of the circle. The last man left in the circle is the winner. The team in the center may stoop, run, dodge, etc. but cannot leave the circle to avoid being hit. When all but one player have been eliminated, the other team goes into the center. The team staying in the center the longer wins. If the ball should stop inside the circle, a circle man may step in to retrieve it but must return to his place on the outside of the circle to throw the ball.

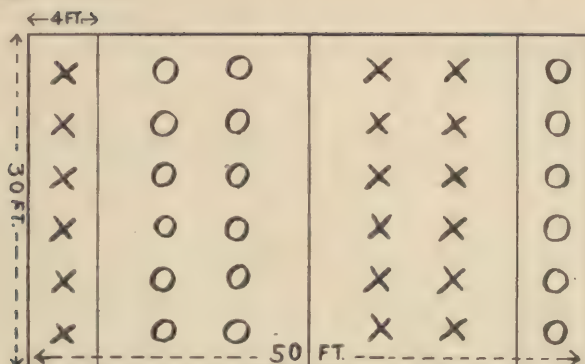
Don't Drop It

The players stand in a circle facing the center. The leader has a number of articles that can be passed. She starts these around the circle. When the whistle is blown, any player caught with an article is eliminated. Any player dropping an article is also out. As players are eliminated the number of articles circulating in the circle are cut down. Continue until only two players are left.

Duck on a Rock

A bean bag or large stone is placed on a rock about twenty to thirty feet from the starting line. The drake stands near his duck to guard it. The rest of the players stand behind the starting line and take turns at trying to dislodge the duck from the rock by throwing a bean bag or stone at it. If a player is not successful at knocking the duck off, he may wait until some other player is successful or he may run in and try to pick up his stone and run back to the starting line before the drake can tag him. If he gets back safely he may throw again. When the duck is knocked off it must be replaced by the drake before he can tag anyone. This usually gives time for players whose stones are beyond the starting line time to run in and get their stones without being tagged. Whenever a player is tagged he changes places with the drake. A player may run in for his stone and place his foot on the stone and remain there safely. Once he has picked up his stone, however, he must run and cannot drop the stone to the ground and place his foot on it for safety. To start the game, players may lag at the stone and the players whose stone was the farthest from the rock must be the drake.

End Ball



Teams: One third of the players on a team are basemen and stand behind the opponents in the four foot zone. The other two thirds are guardsmen and they stay in their half of the field.

Purpose: To score as many points as possible by throwing the ball into the hands of one's own basemen and to prevent the other team from getting the ball and scoring.

Time: Two halves of six minutes each. Teams change sides at the end of the half.

Game: The game is started by the ball being tossed up at center between two jump centers who face their guards. The centers cannot play the ball again until played by another player and then they must be back in their own territory. The ball continues in play after an unguarded or free throw whether a point is scored or not. If the ball is held in tie over the line by two opponents it is tossed as at the beginning. A score is made when the ball is delivered by a guard or jumping center to a baseman without being touched by an opponent or having touched any obstacle. It must be caught by only one baseman. The game continues whether caught or not. A baseman having the ball throws it back to his own guardsman, the other players trying to get possession of it. The team scoring the most points in the time limit wins the game. In case of a tie the game shall continue until one side has made a point. If the ball goes out of bounds it is given to the opponent of the player last touching it nearest the point where it went out. The player stands outside and throws the ball in, but point cannot be made from a throw from outside. The thrower from outside cannot again play the ball until touched by another player. A ball thrown up at center going out before being touched by another player is thrown up again.

Fouls: Fouls are: Touching the court across the center, end or base-line (point shall not count if made by baseman), out of bounds ball (thrown from outside), running with the ball, snatching ball from opponent.

Penalties: A foul gives an unguarded throw. The ball is thrown by opponent, unguarded, nearest the player who made the foul. When a foul is committed by opponents of the side scoring, the score counts and the penalty is awarded.

Flying Dutchman

All the players but two are in a single circle with hands joined. This pair run around the circle keeping their hands joined and while they are running one of them tags the hands between the two persons on the circle. The two players who are tagged start running in the opposite direction taken by the original pair. As they are running they must keep their hands joined. Both sets of partners try to get back to the original place before the others can make it. The pair returning last become "it" for the next trip. Players should pass on the right and to make the race even, the pair doing the tagging should reverse their direction at the time of tagging so that if they were going counterclockwise they will then race clockwise.

Gathering Sticks

The playing area is marked off by a line drawn through the center and a goal is laid out at the end of each playing area. Into each goal is placed six sticks. The teams are scattered out in their own playing area with some designated as runners and others as guards for the goals. At a signal runners from both teams run toward the opponent's goal area trying to get a stick. If a runner is successful in getting to the goal without being tagged he may return with a stick to his own goal without being tagged. As soon as a player has both feet in the opponent's area he is subject to being tagged and should he be tagged without a stick he is a prisoner. Prisoners are kept in the goal and no sticks can be brought back as long as there are prisoners. If a runner is successful in getting through to the prisoner he may bring him back without being tagged. A prisoner may reach out toward the runner but must keep both feet in prison. When one side has all the sticks, it has won the game. If time is up before the game can be finished the team having the most sticks in its goal area is the winner.

Goal Ball

Two rectangles are drawn on the ground each being 30 by 15 feet. These areas are separated from each other by about 60 feet. The distance between the two rectangles depends, however, on the type of ball used, the size of the players, and the way in which it is thrown. A little experimentation will be the best way of measuring the distance. The group is divided into two teams which are spread out in front of their goals. A player may not stand in the goal while waiting for the ball to come. A starting line is drawn halfway between the two rectangles. Team A is given the ball and told what type of throw to use (overhand, both hands, etc.). The object is to throw the ball into B's goal. One player from team A throws the ball. If team B catches the ball on a fly, the player catching the ball may take three steps toward A's goal before throwing. The steps

are taken from where the ball was caught. If the ball was not caught by B's team, it must be thrown directly from where it was first touched. The ball is thrown back and forth in that manner each team trying to get it into the other's goal. Each time the ball goes into the opponent's goal on a fly it counts one point. If a player enters the goal to prevent the ball from being thrown into it, it counts one point for the opponents. After every score the ball is put into play on the center line by the team scored upon. Six points constitute a game.

Ground Ball

A field about 75 feet in length and 25 feet in width is divided into three zones which are 25 feet square. A smaller or larger field may be used according to the size of the group. The center zone is known as the neutral area. The group is divided equally and each group is placed in the end courts. Each team is given one or more balls which are thrown across the neutral zone into the opponent's court. When one team allows the ball to touch the ground of its court, or throws it into neutral territory, or throws it out of bounds, the opposing team scores one point. The game score is fifteen points.

Hand Bat Ball

The players are divided into two equal teams. Draw two parallel lines about 50 feet apart on the playing field to be used as goal lines for the two teams. The teams stand in front of their goals and face each other. Each team attempts to bat the ball with the fist or the open hand across the opponent's goal line. A basketball, volleyball, or soccer ball should be used. When the ball has been batted into a team's possession, that team recovers it and attempts to return it as soon as possible. The ball must be batted back from the point farthest back that it touched. The team forcing the ball across the opponent's goal wins the game. Two or three balls may be used at the same time as soon as the group has learned the game.

Have You Seen My Sheep?

The children form a ring with one child outside the circle. The one outside touches one of the players on the back and asks: "Have you seen my sheep?" To this question the other replies: "No, how was it dressed?" The first child then describes some player, who, when he recognizes himself, must run around the circle and try to regain his place without being tagged by the one outside the circle. If tagged he becomes "it".

Hill Dill

Bases are marked off at either end of the playing area (about 60 feet). "It" stands in the center between the two bases. The players are divided equally and stand behind the two bases. When "it" calls, "Hill Dill, come over the Hill" the players must cross from one base to the other while "it" tries to catch as many as possible. All players caught must help catch others.

Home Run

Divide the players equally in all rows and give each row a small object to throw, such as a ball or eraser. At a signal the first two players in each row stand and the ball is tossed from the first to the second and back to the first. The second player then sits down and the third player rises and the same procedure is carried out. When the end of the row is reached the first player leaves the ball on the desk and everyone moves ahead one seat while he goes to the end of the row. When everyone has had a chance to be the first player and that player is back in his original position, the race is finished.

Hot Ball

A player is chosen to be "it". He stands in the center of a circle made by the other players. A ball is passed around the circle from one player to another while "it" tries to touch the ball. If he succeeds he may change places with the child who had the ball when he touched it. The ball must be passed from player to player without skipping anyone but may go in either direction.

Hot Potato

A single circle is formed with the players facing the center. The player who is "it" stands in the center of the circle. A small ball is tossed from player to player around the circle, across it and so forth while "it" tries to touch the ball. Unlike Hot Ball this ball may be thrown anywhere instead of going in a regular order. If "it" is successful, the player last touching the ball before "it" did, changes places with the center player.

Human Ten Pins

Three children stand about three feet apart to form a triangle. A starting line is drawn about 10 feet away. The bowlers stand behind the line and roll the ball at the feet of the human ten pins. Scores are awarded according to the point value.

Huntsman

Choose a leader and have this leader march around in any way he chooses, having all the players fall in line behind him and march as he does. When the leader sees that all are in line and away from their seats he calls "Bang" and all scamper for their own seats. The first one to be seated in his own seat can be the leader next time. Each leader starts the game by saying "Who would like to go with me to hunt ducks?"

Jump the Shot

The players are arranged in a circle with the rope swinger in the center. A rope that is weighted on one end with a knot or some object which is not too hard is necessary. The player in the center swings the rope in a large circle and as it comes toward a player he must jump it. Any player failing to jump the rope is eliminated. The last player left wins.

Kangaroo Jumping Relay

The relay is run like a simple relay except that the players place a ball between the legs at the knees. In this manner the player jumps to the turning line about 30 feet away from the starting line and returns in the same manner. If the ball is dropped the player must replace it between the legs before progressing. Bean bags may be used in place of the ball.

Keep Away

The game is played informally with two sides. The object is to keep the ball among your teammates and prevent the opponents from getting it. If a scoring method is desired, ten completed consecutive passes by one team constitutes a score. The team having the highest score at the end of the time wins. Partial scores do not count toward the ten passes.

Kick Ball

A rectangular playing area is marked off with a home base at one end and a base at the other. One team is at bat and the other team is in the field. The first person on the team at bat kicks, bats, or serves the ball with a volleyball serve out into the field. He then runs down the field and around the base at the other end and back to home without stopping. If he is not put out on the way he scores one point for his side. He may be put out in any one of the following ways: by having his fly ball caught by one of the team in the field, by being hit below the waist by a ball thrown by one of the fielders, by being tagged with the ball by one of the fielders. Fielders may not take steps with the ball nor hold it more than three seconds. If they violate these rules a player who is hit by a ball thrown by that fielder is not out. However, the offending fielder may pass the ball to another on his team who may then put that runner out. The sides change places after three outs. At the end of several innings the team having the highest score wins.

Lame Duck Relay

The players are arranged in columns about 25 feet from the goal line. When the starting signal is given the first player of each column raises one foot and holds it with both hands, hopping to the goal and back to the starting point, at all times maintaining the hold on the foot. Then he touches off the next player who hops to the goal and back as the first player did. This is continued until one team has finished. It is declared the winner.

Last Couple Out

The players form a line of couples clasping inside hands. One player stands about three feet in front of the double line with his back toward them and calls "Last Couple Out". The last two players drop hands and run, each to his own side, up the column and try to clasp hands again somewhere in front of "it" without being tagged by him. "It" cannot look around to see where the last couple is until they are on line with him. When on a line, he may try to tag either of the players. If he tags neither

one he remains "it". If he tags one of them he clasps the hand of the other player and they take their place at the head of the line. The player tagged then becomes "it".

Last Man Over

Mark off two parallel lines. Divide the group into two teams with both teams lined up on one line facing the opposite line. Each team is grouped together on its section of the line. At the starting signal both teams rush to the opposite side trying to prevent the other team from arriving there first by pushing, shoving, etc. The last player over to the other side scores a point for the opposite side. The teams group themselves and repeat the game. The team with the largest number of points wins. To make the game more interesting different ways of getting to the other side may be stipulated such as walking stiff legged, hopping, etc.

Last One Out

The game is played in a classroom with the children standing in each row. One row plays at a time or alternate rows may play at the same time. There is one extra person in the row that is running. The children start running around the seats and when the leader of the game claps his hands or knocks on the floor, each person tries to get a seat. There will be an extra person and he moves into the next row to make the extra player in that row.

Line Soccer

A playing space about thirty feet square is required with two opposite sides designated as goal lines. From 16 to 30 players are divided into two teams and line up on their respective goal lines where they act as guards. A soccer ball is placed in the center of the square and the two players on the right of each line run to the center and attempt to kick the ball through the opponent's line. A successful kick counts two points. The runner or the guards cannot advance the ball with their hands but the guards can so stop the ball. Only the runners can score a kick through the opponent's line. A free kick from the center of the playing space without interference is given when the ball is advanced with the hands or stopped with the hands of the runner. When the ball is kicked over the opponent's heads or across the side lines or when the guards advance to play across the goal line, a free kick to the opposite side is given. A free kick counts one point. After a point is scored the runners take positions at the left of the line and act as guards. The two on the right now become runners and this continues until each guard has become a runner. The team at the end having the most points wins.

Line Up Ball

A soccer ball is used for this game. The group is divided into two teams. One team is at bat and the other team is in the field. The batter stands at home base and kicks or serves the ball out into the field. He immediately runs around first base and returns to home without stopping. The fielders attempt to line up behind the person catching the ball

before the runner can reach home. If they do, the runner is out; if he reaches home before the fielders are lined up, the runner scores a point for his team. The sides change on three outs and the fielders become batters and vice versa.

Link Tag

Two persons clasp hands and try to catch the rest of the players. Each person caught must join the original two players in a chain with the original players at either end. If the chain is broken it must be united again before anyone can be tagged. The players cannot return to their base to prevent being caught but may return there to rest if they are not being chased at the time. The last two players caught must begin the new game.

Long Base

This game is played in a rectangular field about 60 feet long. The home base is at one end, the pitcher's box in the middle and long base is at the opposite end from home base and about 3 by 6 feet. The group is divided into two teams one of which is at bat while the other team is in the field. The ball is pitched to the batter who tries to bat it. Any kind of a hit fair or foul counts as a hit. As soon as he hits he runs to long base and may either remain there or come home. A batter remains at bat until he gets a hit. Several players may occupy long base at the same time and if there is more than one on, any number can come home on the same hit. Every time a runner reaches home safely his side scores one point. A runner may be put out in one of the following ways: when his fly ball is caught, when the ball is fielded to a baseman before he reaches that base, when he is tagged off base by the ball held by a fielder, when he is hit by the ball when he is off base when the ball is thrown by another fielder. The sides change after three outs.

Magic Carpet

Large spaces are marked at intervals on the floor. Players form a single file which marches around the room, over each space while a piano is playing. The object of the game is to avoid being on a space when the music stops. Anyone so caught is out of the game. If a piano is not available a whistle may be used as a signal for the players to stop. A variation of this game is to have one large space marked off for the players to run over. There is more excitement and no tendency to step over a space.

Master of the Ring

All players stand with arms folded and held close to the body in as small an area as possible. Draw a circle around the group. As the signal is given each player tries to push others out of the circle, at the same time staying inside the circle himself. A player is out of the game if he falls down, unfolds his arms, or gets both feet outside the circle. When there is only one player left in the ring he is the winner and master of the ring.

Maze Tag

The group is lined up in several lines with arm's distance between the lines and the same distance from front to back. The arms are outstretched with the fingers meeting the fingers of the next person, thus forming aisles. There are two extra players, a chaser and a runner. The chaser attempts to tag the runner by chasing him through the aisles. At irregular intervals the leader of the game calls "right" or "left" and the players drop hands and turn in that direction thus facing at right angles to the previous direction. The chaser and runner must now run through these new aisles. When the runner is caught a new chaser and runner are chosen. The chaser cannot tag across the hands of the players forming the aisles and neither the chaser nor the runner can break through the outstretched hands.

Midnight

A fox's den is marked off in one corner of the playing area. One player is chosen fox while the others are sheep. The sheep are in their fold in the corner opposite the den. The fox leaves his den and enters the playing area. At the same time the sheep leave their fold and approach the fox saying, "What time is it, Mr. Fox?" The fox replies with any hour such as "Three o'clock", etc. The question is then repeated. The sheep are safe until the fox replies "Midnight" when they must run for the fold with the fox chasing them. Sheep that are caught assist the fox in catching the remainder as the game is repeated until one player is left. The last player caught becomes the fox for the next game.

Modified Over Relay

Played like modified under relay except the feet are together and the ball is passed backward overhead.

Modified Under Relay

The students are divided into equal lines of from six to ten. Each line has a ball. The students are lined up one behind the other with their feet apart. At a signal the leader at the head of the line starts rolling the ball backward between the legs of the line. The others behind him may help by pushing when it comes to them. When the ball reaches the end of the line the last person picks it up and runs to the front of the line. The line finishing first scores one point for his side. The game is continued by the new leader starting the ball on signal back between the legs again. When each child has had a chance to be leader of his line add up the scores for each round to determine the winner.

Newcomb

A rope or volleyball net is stretched across the middle of the playing court. It should be about a foot above the heads of the children. On either side of the net are two teams of equal number. The object of the game is to throw the ball across the net so that it will hit the floor. The opponents try to catch the ball and return it before it can touch the floor.

They may not take steps with the ball and the ball must be thrown back directly to the other team rather than passed around. The ball is started in play in older groups by the use of the volleyball serve. If this form is used regular volleyball rules are in force. With younger children the leader gives the ball to one of the sides to throw and each time the ball strikes the ground it scores one point for the opposing team. A ball hitting the rope on the serve must be reserved, on a return it is in play. A ball thrown out of bounds provided it is not touched on the way out scores for the side where it went out of bounds if the opponents threw it. The game is played in two periods and the opponents of the team having the throw at the beginning get the ball for the throw at the second half.

Nine Court Basketball

Although nine is the usual number for a team there may be more. The basketball floor or field is divided into nine courts as in the diagram. If this is to be played in a schoolroom the players may be stationed in the aisles with the exceptions of players in position two on each team. There will be two players in each square, one from each team. The game is started by tossing the ball up between the two players in square nine. From then on the teams try to advance the ball toward their goal which will be in the number two position. They may do this by running anywhere in their square to get the ball but once they have the ball in their hands they may not take any steps with it. The ball may not be bounced, but must be passed. If a player violates any of the above rules an unguarded throw is given his nearest opponent who may throw the ball to a team mate but may not throw for goal. Pushing, tagging, tripping, and holding are not allowed and if they occur the player of the opposing team who is in position 2 is given a free throw for goal. Such a goal scores one point while a goal made from regular play counts two points. The free throw line shall be 15 feet from the goal. If the goal is not made the ball is in play.

1	2	3
8	9	4
7	6	5

Modification for rooms without basketball equipment.—In place of shooting at a basket the players may shoot at an Indian Club or a book set up in a 3 foot circle on the floor at either end of the room where a goal should be. Players may not enter the circle to guard the club. Each time the club is knocked down during regular play two points are scored. From a free throw one point is scored. If the ball is sent out of bounds it is returned by a member of the opposing side nearest the place where the ball was sent out.

Obstacle Relay

This relay is played the same as a simple relay with the exception that the players must overcome some obstacle on the way such as doing some stunt, for example swinging on the rings, jumping rope, running in and out through Indian clubs set close together, or carrying a bean bag on the head during the race.

Over and Under Passing Relay

Use single file relay formation. The first player passes the ball over his head to the second player and the second player passes it between his legs to the third. It goes over and under until the last player gets it. He calls "about face" and the group turns around and passes it back overhead.

Overhead Relay

Teams of an equal number are lined up single file behind the starting line. A ball or bean bag is used for passing. At a signal the first man in the line passes the object backward over his head to number two who passes it on, etc. until it reaches the end of the line. The last player runs forward with the ball and passes around his team's goal, returns, and takes a place at the front of his team behind the starting line. The other players move back to give him room. He then passes the ball backward overhead and the race continues. When the lines are back in the same order that they were at the start of the relay the leader holds the ball up and the first line to do so wins. If the ball is dropped the last player to touch it must leave the line and pick it up and return to his place to start the ball again.

Overtake

Players should be placed in a large circle in a clear space. Number around the circle by ones and twos. The ones play against the twos. One team should be marked by a paper pinned on or a handkerchief tied around the arm or some way that will make it possible to distinguish which team a player belongs to. Each team has a leader standing in the center of the circle and each leader has a ball. At a signal from the teacher each leader tosses the ball to one of his team who quickly tosses it back. It is tossed to each one of the team in turn and tossed back, going around the circle clockwise. Each team tries to overtake the other. The one finishing a round first is given one point. Repeat going in the opposite direction. Each leader may begin each time with any player on his side. The side first getting ten points wins.

Pass and Squat

The class is divided into groups of about six depending on the number of bean bags available. The children in each group are lined up one behind the other if the group is older or side by side with a younger group. One student from each group stands out about ten feet from his team and faces them with the ball. At a signal from the teacher the leaders toss the bean bag or ball to the first child in the line who in turn tosses it back to the leader and then sits on the floor. The leader then tosses the bean bag to the second person, etc. The line finishing first is the winner. Repeat with new leaders.

Poison Circle

The players form a circle with their hands joined. Inside the circle draw a circle with the edge of the inside circle being about four feet from the outside circle. In the center place a softball. When the signal is given

to start the game the players try to push or pull the other member of the circle into the "poison circle". Should anyone step into the inside circle one of the players calls "poison" and the players drop hands and scatter. The player stepping into the poison circle picks up the softball and throws it at someone in the group. If several players should step into the poison circle at once they scramble for the ball. After the throw has been taken the circle is remade and the game starts again.

Poison Seat

Place a book on each empty desk to mark it as poison. A book is also placed on an extra desk so that there is one less desks than there are runners. When the signal is given all players change seats staying away from the poisoned seats. As a player fails to get a seat and is eliminated one more seat is poisoned each time by placing a book on it. Continue until all but two are eliminated; these are the winners.

Poke Tag

One person is chosen to be "it". He stands with his back to the other players and has his eyes closed. Someone pokes him and he guesses who it is. If he guesses right the person who poked him will have to run the distance specified by the one poked and back while the rest of the players hide. As the players are being searched for they may try to get to the goal when "it" is not there. The first one found is "it" for the next game. When "it" finds a player he calls out "One, two, three for ———— (name of player found)". He must then touch the goal before the player does or the player is safe. The leader usually has to give the directions for the distance to be run by the player whom he accuses of poking before the player admits guilt or innocence. If "it" does not guess correctly he must go the distance himself.

Pom Pom Pullaway

Two goals are set up at either end of the play space. One player who is "it" stands in the center of the space while the other players are lined up on the goal at one end of the space. "It" starts the game by calling "Pom, Pom Pullaway, Come away or I'll pull you away". Each player must then run across the playing area to the other goal. Any player tagged becomes an assistant to "it" and assists in catching the others. A player may not run outside the side boundaries to avoid being tagged. The last player tagged becomes "it" for the next game.

Potato Race

Erasers, bean bags or wooden cubes may be used for potatoes. There must be three for each contestant. In front of each person make three marks ten feet apart and the first one ten feet from the starting line. The potatoes are put on the starting line. At a signal each runner picks up one block and runs to anyone of the three marks and places the potato on it, he then returns to the starting line and picks up another potato to

be taken to another mark, etc. until all three potatoes are out. He then reverses the order picking up the potatoes one at a time and returning them to the starting line. The first one to finish is the winner.

Prisoner's Base

A large playing field is needed. At each end draw a base line and in the center of the base line draw a ten foot square for a prison. The players are divided into two teams, each team being lined up on their base line. At the beginning of the game, one or more players from one of the teams rush out toward their opponents. Immediately players are sent out by the opposing team to tag the first men out. A player can tag only someone who left base before he did and can be tagged only by someone who left base after he did. In this case the first players act only as darers and are unable to tag anyone unless they return to base before they do so. However, their opponents may tag them. To overcome this disadvantage the first side now send out additional runners who can tag. In order to tag players out after one has left goal, one must return to goal and start out again. The players who are caught are taken to the prison of the side catching them. While a player is taking a prisoner to prison he cannot be tagged. The prisoner now joins the chain gang which consists of the prisoners forming a line with joined hands, the most recently captured man is in the prison while the others extend out from the prison. The players try to release their own teammates from prison by getting to prison free. If successful he can take a prisoner back without being subject to being tagged. He cannot tag new players while he is returning from prison. Set a time limit and the team having the most prisoners at the end of the time wins. If before that time one side has taken the entire opposing side prisoner they win. The game can also be won by reaching the opponent's prison when there are no prisoners in it without being tagged.

Pull Across the Line

Draw a line thirty feet long. Divide the group into two teams and place one team on each side of the line about four feet apart. At a signal the players of each team reach out and attempt to pull the opponents over the line. All players must come to the line and pull. The game continues until one team has pulled all the opponents over the line. They are declared the winners.

Rescue Relay

The players form two or more straight lines as for a simple relay. A captain is selected for each line and he stands some distance from the line facing his team. At the starting signal the captain runs forward and takes the hand of the first player in the line. They both run back to the captain's original starting position. The captain remains there and the first player runs and gets the next person in his line and so on. The team which gets all the players to the new line first wins.

Ring Call Ball

The players stand in a circle with one player in the center holding a ball. The center player tosses the ball into the air and calls the name of one of the children who are on the circle. That child tries to catch the ball before it has bounced a second time. If he is successful he changes places with the center player, if not the center player tosses the ball again and calls another name.

Run and Throw Back Relay

Arrange players in single lines behind the goal and give the first person at the head of each line a ball. At "go" the first player in each line runs to the "turning line" at a point 15 feet in front of the goal, turns, passes the ball to the next person in his line, then proceeds to the back of the line. Continue in this way until each player in the line has crossed the turning line. When the last player of each line has crossed the turning line, he raises his hand to indicate his line has finished. The line that finishes first wins. Fouls for which a team is disqualified are: crossing the starting line before receiving the ball, throwing the ball before crossing the turning line, interfering with the ball when another player has missed catching it.

Run for Your Supper

The players form a circle with hands joined and "it" is in the inside of the circle. He walks around the circle and stopping between two players he touches their clasped hands and says, "Run for your supper". The two players run in opposite directions around the circle and each tries to get back to touch the hand of the player who was "it". The first one back now changes places with "it" and may start off another pair of runners.

Run, Rabbit, Run

There are two groups, one the rabbits, the other the foxes. The foxes come through the woods and see the rabbits playing and searching for food. When the leader of the foxes calls, "Run, rabbit, run," all the rabbits run as fast as they can for a corner of the room marked off as the rabbit "home". Those rabbits which have been caught by the foxes join the foxes and help catch the other rabbits when the game is repeated.

Schoolroom Bowling

Three erasers or books are set on end about 4 inches apart in a triangle formation. A starting line is marked off about 15 feet away. A soft-ball is rolled toward the objects. A score is given for each one knocked down. Bowl several times and add the scores at the end.

Seat Tag

Two players are selected, one to be the chaser and the other to be the runner. The chaser attempts to tag the runner who may save himself at any time by sitting with some pupil. This person then becomes the chaser and the chaser now becomes the runner. Should the chaser tag the runner, they change places.

Sheriffs

The classroom is divided into two equal teams with the rows on the left being team A and the rows on the right being team B. A pupil who is chosen as sheriff sits at the front of the room. A chaser is chosen from each team who stands in front of the opposing team. The sheriff then asks a player from each team to stand and when they have had sufficient time to plan a change of seats, the sheriff gives the signal for them to change. They try to reach the other seat without being tagged by the chasers. If a person is successful in the change, he scores one point for his team. If tagged, a player goes to the front of the room and stands near the chaser who tagged him. One chaser may tag both runners on the same play. The chaser who first tags five runners scores five points for his team and becomes the next sheriff.

Simon Says

The players sit around a table or in their seats. Each player makes a fist of each hand with the thumb extended. One is chosen for leader. The leader says, "Simon says, Thumbs up" whereupon he places his own fists on the table before him with the thumbs upward. The players must all do likewise. The leader then says, "Simon says, Thumbs down" whereupon he turns his hands over so that the thumbs are down. The others imitate him. He may also say, "Simon says, Thumbs wiggle waggle" and move his thumbs from side to side with the others imitating. If he omits the words "Simon Says" and goes through the movements simply with the words "Thumbs up", etc. the players must keep their hands still. Any player imitating must either pay a forfeit or become the leader. Active movements may be substituted for the thumb movements.

Simplified Dodgeball

Divide the group into two teams. One team forms a circle while the other team is scattered inside the circle. The players on the circle attempt to hit the feet of the players in the circle by rolling the ball at them. Any player hit is eliminated. Play for a specific time and count the number left. Then the groups change places and the game is repeated.

Skip Tag

The children get into circle formation and one child skips around the outside. He tags a member of the circle who immediately starts to try to catch him by skipping after him. If the first tagger is caught before he can get around the circle to the empty place he must again be "it". However, if he safely reaches the place, the chaser is "it" and the game is repeated.

Slap Jack

The players are arranged in a circle with "it" on the outside. He runs around the outside of the circle and slaps a player on the back. Then he turns and runs in the opposite direction around the circle to the place that has been vacated. The player who was tagged chases "it" and if he

succeeds in tagging him he may retain his place on the circle and "it" must again run around the circle and tag someone. If "it" is not caught he may remain in the circle and there is now a new "it".

Squirrel and Nut

One of the players is chosen to be a squirrel. He runs up and down the aisles carrying a nut which he places in the open hand of one of the players who have their eyes closed and heads bowed in their arms. The one receiving the nut immediately gives chase endeavoring to catch the squirrel before it can reach the vacated seat. If caught the chaser becomes squirrel and the squirrel takes the vacated seat. However, if the squirrel is able to reach the seat without being caught he may be squirrel again.

Squirrel in the Trees

The players are arranged in groups of three. Two in each group place their hands on each other's shoulders to form a hollow tree while the third player, the squirrel, stands between the two, inside the tree. There is an odd squirrel without a tree. At a signal from the leader the squirrels all change trees while the odd squirrel tries to find an empty tree. Squirrels may not remain in their trees when the signal is given nor may they return there directly.

Soccer—Modified

Field: Should be about fifty yards wide and one hundred yards long although a smaller field may be used. It is divided into two equal parts by a line through the center.

Players: Any number may play although a regulation team has eleven players on it.

Object of the game: The object is to kick the ball across the goal line for a goal kick. At no time must the ball be touched with the hands or arms. If so, a foul is called and the opponents are awarded a free kick at the point where the foul occurred.

Fouls: Pushing, tripping, charging, unnecessary roughness, and purposely touching the ball with the hands or arms.

Penalty for fouls: A free kick for the opponents at the spot where the foul was made.

Starting the game: The ball is placed for the kick off in the middle of the field. All players are to be five yards away except the player taking the kick and players may not cross the center line until the ball has been kicked off. In case of infringement of these rules the kick off is taken over again.

Out of bounds: The ball is out of bounds when it has passed outside the field of play over the side lines or goal lines. To put the ball in play again a player on the team opposite that which sent the ball out stands on the line where the ball went out and using two hands overhead throws the ball into the field. He may not play the ball again until it is touched by some other player.



Scoring a goal: When the ball has been kicked over the goal line it counts as a goal. The team scoring the greatest number of goals in a given time is the winner.

Time: The game is played in two halves of from ten to twenty minutes each with five to ten minutes intermission.

Regulation soccer rules may be found in the *Soccer and Speedball Guide*, published by A. S. Barnes and Co., New York, or in Mason and Mitchell's *Active Games and Contests*.

Softball—Modified

The diamond is laid out with a maximum distance of 60 feet between bases. The distance from the pitcher's box to the home plate should be 35 feet.

There are ten players on each team although less than that number may be used. The positions are pitcher, catcher, first, second and third basemen, right, center, and left fields, shortstop and short fielder.

The regulation length of game is seven innings. A team stays at bat until it has three outs when they change places with the team in the field.

An underhand pitch is the only legal pitch and a regulation softball and bat should be used. A pitch to be considered a strike should come over the home plate and between the knees and the shoulders of the batter. If the batter does not strike at such a ball it should be called a strike. A strike should also be called if the batter strikes at and misses the ball. Three strikes constitutes an out. To be a fair ball the batted ball must go between the lines from home to third base or home to first base and those lines extended. Any batted ball going beyond them is a foul ball and counts as a strike except after the second strike when it does not count. A player may have any number of consecutive foul balls.

If the ball is fielded to the baseman ahead of the runner he is out at first but unless the run is a forced run he must be tagged out at second, third and home. A forced run is one in which the runner on base must vacate the base to give room for a batter who has become a baserunner or when another baserunner must move because of the same situation.

If the pitch does not go over the plate at the proper height a ball is called. When a batter has four balls he may walk to first without being put out. If there is a runner on first who must vacate because of this situation or on any other base where he is forced to walk they may do so without being put out. This is true only when they must move to make room for another runner.

For official soft ball rules see the *Softball Guide*, published by A. S. Barnes Co., or rules published by a sporting goods company.

Spin Around Relay

The players are arranged in single lines facing sideways. The object is for the first player of each team to take the ball, spin around and then pass the ball to the second person. He repeats the spin and pass and so on until the ball is at the end of the line; that player then reverses the spin and passes the ball back to the front. The team that finishes first wins.

Spud

This game is particularly suited to boys. A soft rubber ball or tennis ball is used. The game is started by one player who stands in the center of the playing area with the ball. This player tosses the ball into the air and calls the name of another player. The player named runs in to pick up the ball while the other players must scatter. As soon as he picks up the ball he calls "halt" and the other players must stop. The player with the ball attempts to hit one of the group by throwing the ball at him. If he misses, one "spud" is scored against the throwing player. The other players gather around him again as he throws the ball up and calls the name of a player and the game continues as before. If he is successful, a "spud" is scored against the player who was hit and then that player picks up the ball and throws it at another player as all players scatter again. If a player is hit this time, he picks up the ball and throws it as in the beginning. When three "spuds" have been scored against a player he must face the firing squad. He stands facing a wall and all the other players line up twenty feet away. Each gets a free throw at the player. The ball used should be soft enough not to injure players and players should aim below the waist in throwing, to prevent injury.

Statues

Players are lined up on a starting line. At the other end of the play area is the leader standing with his back toward the group. At a signal such as "come" from the leader all players run forward until the leader calls "stop". Then all players must remain still like statues. The leader turns around as he tells the players to stop and those caught in motion must return to the starting line to start over again. The first player to cross the finish line becomes "it" for the next game.

Stand Ball

The players stand facing a wall about three feet away. One player has the ball. He tosses the ball against the wall at the same time calling the name of a player. The player named must pick up the ball while the other players have been scattering. He then calls "stand". All players must stand still while he rolls the ball along the ground trying to hit them. Players cannot move to avoid being hit. If he hits the player, that person becomes "it" and the game is started over. If he misses he must remain "it" when the game is restarted. Restrict the playing area at first so it is possible to hit a player. As the group improves, the playing area may be enlarged and the ball may be tossed instead of rolled.

Straddle Ball Relay

The group is divided into equal teams of approximately ten members. A ball is given to the leader of each line. On a signal the ball is rolled down the line between the legs of the team members who have been standing in a stride position. As soon as the ball has rolled between their legs, team members should squat and remain in that position. When the ball reaches the end of the line the last player takes the ball and immediately

walks forward over the squatting players until he reaches the head of the line when the ball is started under the legs of the players again. As soon as the end player has come forward over the players who were squatting they should rise again and stand in the straddle position ready for the ball to be rolled again. The team that goes completely through the line and has its players lined up as at the beginning first, is the winner.

Tail Snatching

Strips of colored cloth are used for tails. These should be of two different colors so that the teams can be distinguished. The tails are tucked in under the belt but cannot be tied on or twisted so that they will not come off easily. The two teams are lined up one at each end of the playing area. At a signal the players advance toward each other, each team trying to grab the tails of the other team and trying to save their own tails. At the end of the playing time, about a minute, the team having the most opponent's tails wins.

Teacher Ball

Divide the players into small groups (about 5 to 7 in a group). Choose a leader for each of these groups and place him in front of the group. The group should be arranged so that the players stand side by side in a single line. The leader should be about ten feet away. He throws a bean bag or ball to each player starting at the left of the line and progressing down the line to the end. If a player misses he must take his place at the end of the line. In case the leader misses, he must take his place at the foot of the line and the person at the head of the line is then the next leader.

Telegram

Players are in two equal teams lined up on opposite sides of the room facing the center. The teacher stands in front of the room at its middle with a telegram in each hand. Mark a starting line for each team near the wall and equally distant from the sender. On signal the first player of each team runs and takes the telegram from the sender, runs up the first aisle of his half of the room and down the next one and then across to the next player on his side who is waiting at the starting line. As soon as he receives the telegram he runs out, up and down the same aisles and hands it to the next and so on. The last player rounds the two aisles and takes the telegram back to the sender. The line that brings the telegram back to the sender first wins.

The Ocean is Stormy

All players but two are arranged in pairs in circles about three feet in diameter. Each pair secretly chooses the name of a fish. The extra pair are "whales" and they walk around among the circles with inside hands joined. As they walk they call out all the names of fish that they can remember. As the name each pair has chosen is called, that pair falls in behind the "whales" who continue their walk around the circles. When the

leaders can remember no more fish they call "The Ocean Is Stormy" and all the pairs run for empty circles. The extra pair then become "whales" for the next game.

Three Deep

All players but two form a double circle, that is, two concentric circles facing inward, one player directly behind another. The two odd players are the chaser and the runner. The object of the game is for the chaser to tag the runner. At the beginning of the game the chaser and runner stand at points outside the circle and usually opposite each other. On signal the game begins with the chaser running after the runner. The runner may save himself by dodging in front of any couple standing in the circle. Upon so doing the couple becomes "three deep" and the outer player or third man becomes the runner. The game continues in like manner. If the chaser succeeds in tagging the runner before the runner can advance in front of a couple or before the third man, having become the runner, has a chance to escape, the runner becomes the chaser and the chaser the runner.

Toss Ball

Players form a circle and face the center. An extra player "it" who has a ball is in the center of the circle. "It" throws the ball to a player on the circle who then returns the ball to "it".

Touch Football—Modified

Seven or more players make up a team. At least three players are on the line of scrimmage and four players at least one yard behind the line.

The kick off is made from the kicking team's ten yard line and the kicking team must remain behind the ball until it is kicked. Opponents shall be in the center of the field.

A team shall have five downs in which to score. On the fifth down the captain of the offensive team must state whether he will kick or play the ball. If he chooses to kick he must wait until the defensive team is in position to receive the ball.

All players are eligible to receive forward or lateral passes. Forward passes may be made from any point behind the line of scrimmage. Lateral and backward passes may be made anywhere on the field. Only one forward pass permitted in a single scrimmage.

There shall be no tackling—penalty, 15 yards from spot of foul. In blocking the only part of the body permitted in contact with the ground is the feet—penalty, 15 yards.

The ball is dead immediately upon the runner being touched by both hands simultaneously between the shoulders and the knees, provided he has control of the ball. The ball will not be considered dead if any part of the body other than hands and feet touch the ground. Players may recover and advance if not properly tagged.

Scoring is either by touchdown, field goal, or safety as in regulation football. There is no try for point after touchdown. Following a safety or touchback the ball is put in play on the ten yard line by scrimmage.

Any fumbled ball recovered in the air may be advanced by either team. Any fumbled ball hitting the ground is dead at the spot at which the fumble occurred and belongs to the team which last had the ball in its possession.

Unlimited substitution is permitted.

Triple Dodge Ball

The playing area is divided into three equal divisions, each about 30 feet square. The players are divided into three teams: A, B, and C. Each team occupies one of the divisions into which the field has been divided. Each end team tries to hit as many of the center team as possible and the center team tries to hit the players of the end teams.

The game is played in three periods of five minutes each. At the beginning of the first period A team is in the center with B and C teams in the end courts. The ball is thrown up in the center and a member of A team tries to catch it. The members of the end teams run to the farthest part of their court to keep from being hit. The player of the A team who catches the ball tries to hit one of the members of the end teams with it. The player on B or C teams who gets the ball tries to hit a member of the A team with it. Should he succeed, a point is scored and the ball is thrown up at center again. The player must hit on the fly to count. If the ball which the center team throws hits a member of the end teams, it counts as a point. End teams do not throw at each other, but throw at the center team. A hit player does not leave the field.

At the end of the first period, team A changes with team B. At the end of the second period B changes with C.

Score: A score is made for each team for each of the three innings and consists of a count of the players who have been hit during the inning. The team wins which at the end of the three periods has the smallest score, that is, has had the smallest number of players hit.

Volleyball

A net or rope is stretched across a playing court 30 by 60 feet in size. The net should be approximately a foot to 18 inches above the heads of the players. A volleyball is used. Although eight is the usual number of players on a team the number may be larger or smaller according to the size of the group. The teams are arranged in lines, one team on either side of the net. The ball is put into play by serving it from behind the end line. The server is the player in the right back corner as the players face the net. The ball is held in the left hand and with the fingers closed to make a fist with the right hand, the right arm is swung from the shoulder so that the ball is hit off the left hand. When the receiving team fails to return the ball over the net a point is called for the serving team. If the

receiving team is successful in returning the ball and the serving team cannot return it the serving team loses their chance to serve. The ball is batted back and forth over the net between the two teams. A player may hit the ball twice in succession but not more than that. As long as the ball is going back and forth over the net it is in play but as soon as one side sends it out of bounds or under the net or into the net the ball is dead. If the ball is dead on the side of the serving team they lose the right to serve; if on the side of the receiving team the serving side scores one point. Just before each team starts to serve each time they get the ball the entire team moves one position over in a counterclockwise direction. The game can be played on a time basis or for a given number of points such as twenty one. Only the serving side can make scores, the receiving side tries to earn the right to serve.

Wrestling Circle

Set up several Indian Clubs or substitutes two or three feet from each other in the center of the circle. All players grasp hands around the objects. On a signal they try by pushing or pulling to make one of the players upset one of the clubs. If a club is knocked over, that player is eliminated from the circle and the club is again placed in position. The last one left in the circle is the winner. The game is rough and is especially good for boys.

Zig Zag Hopping Relay

Choose two teams and place them in two lines 10 feet apart facing a goal line. Place a turning point forty feet in front of each column. Place seven Indian Clubs in direct line between the goal line and the turning point. Have one player from each team at the turning point. At the signal one player from each team hops forward on one foot to the turning point by going alternately to the left and right of the clubs. When the player reaches the turning point, he and the player stationed there link elbows, run around each other twice and let go. The player from the line replaces the man at the turning point and vice versa. At the starting line the player from the turning point touches the next person in line and he runs, etc. Any player knocking down a club must replace it before continuing play. The team having its last player cross the starting line first wins. On the return trip from the turning line the players must hop in the zig zag fashion back to the starting line.

CHAPTER FOUR

RHYTHMIC ACTIVITIES

SUGGESTIONS FOR TEACHING

General Information:

1. A period of fifteen minutes each week should be devoted to rhythmic activities.
2. If available, these activities should take place in a gymnasium or playroom. If not available, these activities should be given in the classroom. If the seats and desks are movable, push them to the walls so as to provide as much space as possible. Space is an essential factor in presenting to best advantage rhythmic activities.
3. It is advisable to have the floor clean, for some of the activities will involve having the children sit on the floor. However, if it is impossible to provide a clean floor, then the activities which indicate that the children sit on the floor should be omitted. Do everything possible to provide a clean floor space, as this portion of the work is very important.
4. Accompaniment for rhythmic activities is essential, accompaniment in either or all of the following three ways: piano, victrola, or drum. If no piano or victrola is available, then a drum is quite essential. Part of the value of rhythmic work is gained by getting the children to respond accurately in timing their movements to a set beat or rhythm. A toy drum is better than no drum at all.

Suggestions for teaching creatively:

1. Try to make the work as much fun as possible.
2. Do not teach by imitation but rather try to get the children to discover and invent ways of moving. This method is one of the best for stimulating interest. (Details are described in the lesson plans.)
3. In providing the accompaniment with a drum, sometimes ask one of the children to set the rhythm or invent a rhythm to which the class can respond in movement. New and interesting things will result in this way, and this method makes the children feel an important part of the project.
4. Feel free to depart from the prescribed lesson plan if some important new idea in rhythmic activity is suggested from the group.
5. Always end every lesson with exercises of relaxation. This is very important. In order to build a physically as well as mentally sound individual there should exist a balance between the ability to do things of great strength and the ability to recover from the exertion involved. It is these exercises in relaxation which will aid the recovery process and make possible greater endurance in physical activities. (See diagram, page 85)

6. Be sure to read through the entire set of lessons carefully several days before starting to teach. There is often equipment needed which you will have to gather together in advance.

ACCENT

First Week—Accent in 3/4 time

Music: Norwegian Mountain March or waltz such as Blue Danube or Skater's Waltz.

Have the children listen carefully to the music. It is a good idea to have them close their eyes while they listen so that they can concentrate better. They should listen for the loud note (accent) in the music. They could indicate the loud note while their eyes are still closed by lifting a finger each time they hear it. The teacher then can check to see how many of her group hear the accent. When the majority of the group can hear it the children should clap the loud note. A jump or a stamp might be tried next on the loud note. Have half the group clap while the others stamp or use some original way to indicate the accent.

Second Week—Accent in 4/4 time

Music: Any march that is not too fast.

Repeat the above activities.

Third Week—Indicating the other beats in addition to the accent.

Music: Use both 3/4 and 4/4 time.

Listen to the music with the eyes closed. Replay the music and clap hard on the accent and softly on the other beats. Try it moving around the room with a stamp on the accent and walking on the other beats. If the group has difficulty hearing the other beats they might clap all beats without indicating the accent. One group could continue that while another group clapped only the accents.

Ball Bouncing

First Week—Ball Bouncing on Accent

Listen to music in 3/4 time and in 4/4 time. Clap the accent first so that the teacher can see that the student knows where the accent is in the music. Try bouncing the ball on the accent and catching it. If students cannot bounce and catch balls accurately try rolling the ball to another student on the accent.

Second Week—Bouncing in time to Music

Listen to music played at a slow tempo. Try bouncing the ball in time to music or if no music is available try to keep time to clapping.

Third Week—Ball Bouncing to Another Person on the Accent

Fourth Week—O'Leary, Music: Ten Little Indians

One, Two, Three O'Leary

Four, Five, Six O'Leary

Seven, Eight, Nine O'Leary

Ten O'Leary Postman

Actions

Verse

1. Right leg swings out over the ball on O'Leary.
2. Left leg swings out over the ball.
3. Right leg swings inward over the ball.
4. Left leg swings inward over the ball.
5. Grasp the hem of the skirt in the left hand and bounce the ball between the arm and the skirt on O'Leary.
6. Pass the ball through from the outside of the skirt as it is held in the hand.
7. Clasp hands and let ball bounce over them.
8. Clasp the hands and let the ball bounce over them from the opposite side.

Sir, open the gates and let me come in,
Sir, open the gates and let me come in,
Sir, open the gates and let me come in,
So early in the morning.

Actions

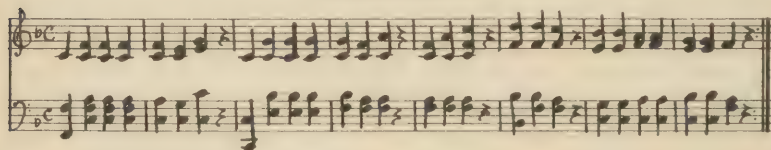
As the ball is bounced with the right hand the left hand is brought up under the right hand and the hands are clapped together.

Jack, Jack pump the water,
Jack, Jack pump the water,
Jack, Jack pump the water,
So early in the morning.

Actions

On "water" the hand is passed once around the ball while it is in the air.

Broom Dance



One, two, three, four, five, six, seven;
Where's my partner, nine, ten, eleven?
In Berlin, in Stettin
There's the place to find him in.
Chorus: Tra, la, la, etc.

Formation:

Make a double circle, facing counter clockwise with girls on outside. There is an odd boy in the center who has a broom or substitute object.

Sing verse and skip around the circle going counter clockwise. The odd child, or Broom Man, gives the broom to a boy in the circle and then takes his partner. The new Broom Man hands the broom to another child. This continues to the end of the verse. The child holding the broom on the word "in" is left to skip with it during the singing of the chorus. The other children skip around with their partners.

Arkansas Traveler—Victor 20638B

Music: Jolly Is the Miller.

Three couples arranged in two rows; boys and girls alternating and facing each other.

Step I

Both lines walk four steps toward each other, four steps back 8 counts
 Join hands and circle left 8 counts
 Repeat from beginning 16 counts

Step II

Boys and girls of couples 1 and 2 join right hands to form a star. Walk clockwise. 16 counts
 Couples 2 and 3 repeat star. 16 counts

Step III

Partners swing each other 16 counts
 Corner boys join right hands with corner girls while center couple join right hands to form 6 point star. Walk clockwise and finish in original places 16 counts

Step IV

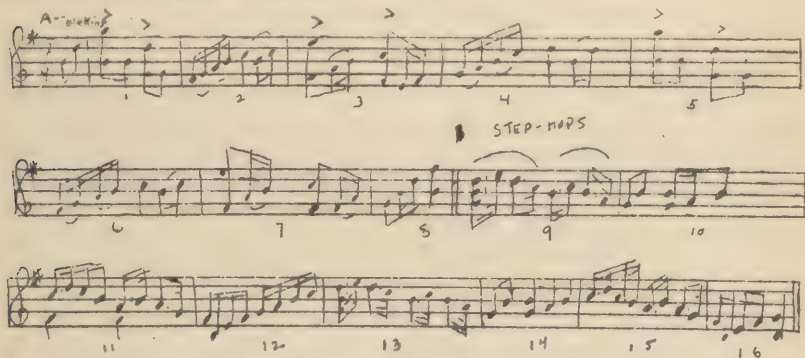
Partners join hands and swing each other 16 counts
 Grand right and left 32 counts

Bleking

Victor 17085; Columbia A3037

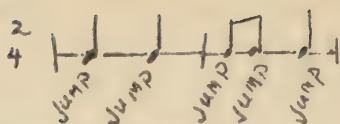
Movement: Bleking step (described below) and step hop

Equipment: piano or victrola



Formation: Single circle, partners facing each other, join both hands
 Measures:

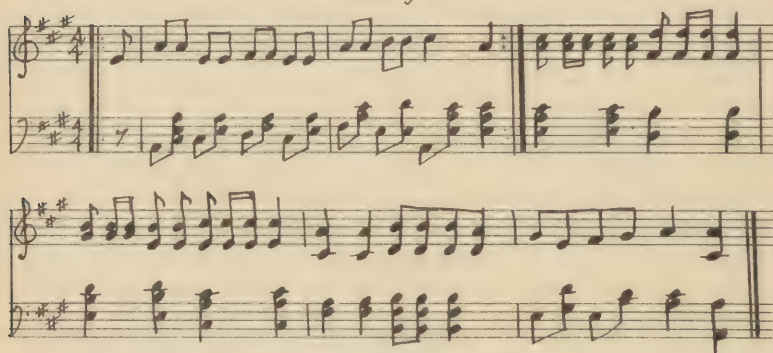
1. Jump, right heel forward, right arm thrust forward, elbow straight, left arm backward, elbow bent, twist body slightly to left, weight on left foot. Reverse position, left heel and arm forward, right back. (Slowly).
2. Continue step 3 times in succession.
 Rhythm of bleking step (meas. 1 and 2).



3-8 Repeat above pattern three times.

9-16 Join hands and extend arms sidewise. Step hop on left foot, then on right, etc., with partner, turning in circle to right.
Repeat whole as often as desired.

Bingo



1. There was a farmer had a dog;
And Bingo is his name, sir.
That farmer's dog's at our back door,
Begging for a bone, sir.
2. B — I — N — G — O, etc.
3. And Bingo is his name, sir.

Formation:

Partners arranged in a double circle facing counter clockwise with boys on the inside. For the first verse, partners promenade counterclockwise with hands crossed in skating position. For second verse partners clasp right hands with girls turning to face clockwise. Grand right and left until 3 when each has a new partner to repeat the game.

Captain Jenks—Victor 20639 and 22991

Music: Captain Jinks

1. When Captain Jinks comes home at night
He claps his hands with all his might
2. Salute your partner if you're not too green
For that's the style in the army
3. Join your hands and forward all,
Forward all, forward all;
Join your hands and forward all,
For that's the style of the army.
4. When Captain Jinks comes home at night,
The gentleman passes to the right.

5. Swing your partner so polite,
For that's the style of the army.
6. Promenade all 'round the hall,
'Round the hall, 'round the hall;
Promenade all 'round the hall,
For that's the style of the army.

Formation:

Couples in a single circle facing the center with the boy on the left of the girl.

1. Clap hands.
 2. Bow to partners.
 3. Circle join hands and all take four steps to center and four back to place. Repeat.
 4. Boy crosses to the right in front of partner and takes new partner.
 5. Swing new partner.
 6. Promenade counterclockwise to end of music.
- Repeat from the beginning.

Carrousel—Victor 17086—Columbia A 3036

Little children, sweet and gay,
Carrousel is running,
It will run till evening,
Little ones a nickel,
Big ones a dime,
Hurry up! Get a mate!
Or you'll surely be too late,
Ha! Ha! Ha! Happy are we,
Anderson, and Peterson, and Carlstrom and me!

Formation:

Double circle, all facing center. Players in inner circle join hands. Those in outer circle place hands on shoulders of the one in front.

Verse Lines: 1-4 Circles move to the left with a slow, sliding step—one to each beat.

Lines 5-7: The step is shortened and the time quickened. Stamps replace the slides on the words "up", "mate", "surely", and "late".

Chorus Lines 8-9: The time is doubled. Players continue moving side-ward, now using a sliding step on the toes.

Players in the two circles quickly change place and repeat dance from the beginning.

CHANGES IN INTENSITY OF MOVEMENT

First Week—Change in Intensity, Contrast of Moods

This is the Way the Lady Rides. (See Page 82) Also Fairies and Giants.

Using a drum or clapping the hands, beat very lightly and quickly. Let the children follow the rhythm with you. Then change and beat slowly and heavily with the children following. Suggest then that they move the way the drum or clapping sounds when fairies move and then the

way it sounds when giants move. Have the children listen carefully and change from fairies to giants as you change on the drum. Divide the group into two parts, one to be fairies and the other to be giants. When the drum sounds like fairies then that group moves and when the drum sounds like giants then that group moves. Change the groups around so each experiences both.

Second Week—Contrast Smooth and Staccato Movements.

Staccato movements: Tin Soldiers, mechanical dolls, etc. Music: Chimes of Dunkirk.

Smooth Movements: Bees, Cats, Swings, etc. Music: Swing Song, Carrousel.

Have the children listen to the music or beating on a drum and suggest the quality of the music, i. e. smooth, choppy, etc. Then ask them to think of things that move smoothly or jerkily. Have them try the activities to the music and then half the group performs for the other half while those watching try to guess what the child was dramatizing.

Third Week—Acceleration

Airplane flight—

Suggest to the children that they become airplanes and use their arms as the wings. Have them run, making designs in the skip the way airplanes do. Their designs will, of course, be made by the directions that they take as they run through space on the playground. Suggest that they tip in the direction they turn just as real planes do. Then after they have experimented a little while, call them back and ask them to find a runway from which to take off and to which to return after their flight. Let each one make a solo flight starting slowly at first and gradually getting faster and faster and finally slowing down to land. Point out the design to the group as well as commenting on the smoothness with which they accelerated and decreased their speed. Let them try individually after they have tried it as a group.

Try motorcycles or automobiles the same way.

Fourth Week: Following a Rhythmic Pattern

Music: I'm Very Very Tall. (See page 69)

The rhythmic pattern for this dance is:

I'm very very tall, I'm very very small. Sometimes tall. Sometimes small. Guess which I am now.

Clap the rhythm pattern out first after having listened to the music several times with the eyes closed. Then try to move to it by taking a long step for the long beat and a short step for the short beat.

Children's Polka—Columbia A 3052

Formation:

Dancers are arranged in a single circle in couples with the partners facing each other.

Meas. 1-8: Moving toward the center take two slide close steps and three running steps in place. Repeat the slide close steps and steps in place going toward the outside. Repeat the entire movement.

Meas. 9-12: Slap thighs, clap hands and clap partners hands three times. The first two claps are taken slowly while the last three are taken twice as fast.

Meas. 13-14: Point right toe forward and at the same time place the right elbow in the left hand and shake the right forefinger three times. Reverse and repeat.

Meas. 15: With four jumps turn in a complete circle to the right.

Meas. 16: Stamp three times.

Repeat from the beginning.

Music—Chimes of Dunkirk

Formation:

Partners facing each other in a single circle.

Meas. 1-2: Stamp three times, right, left, right.

Meas. 3-4: Clap three times.

Meas. 5-8: Join hands with partner and turn around in place.

Repeat skipping around room with partner.

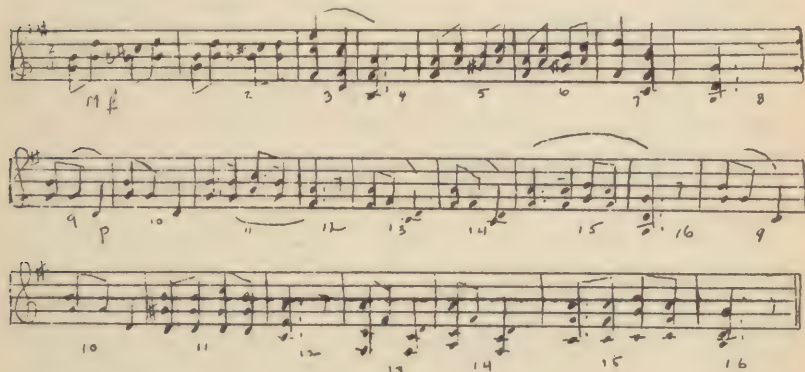
Repeat all from the beginning.

Csebogar (Hungarian)

Victor 17821

Movement: slides, step-hops, and stamps

Equipment: piano or victrola



Formation: Single circle; partners, hands joined.

Measures:

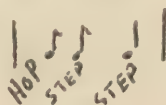
1-4 Eight slides left.

5-8 Eight slides right.

1-4 Four skips to center of circle; four skips back to place.

5-8 Hungarian turn.

Partners face each other. Boy puts right arm around partner's waist, left arm raised above head. Turn partner with following steps:



Repeat this three times, doing the step four times in all. End by having partners face each other in single circle, one side to center of circle. Boy places hands on girl's waist. Girl places hands on boy's shoulders.

- 9-12 Four draws to center of circle. (Take a step with foot nearest inside of circle. Draw outside foot to it, sliding it along the floor.)
- 13-16 Four draws to outside of circle.
- 9-10 Two draws to center.
- 11-12 Two draws back to place.
- 13-16 Hungarian turn. Finish with a shout.

Victor 17158

Bow to my partner, bow to my neighbor,
Stamp, Stamp, turn myself about.

Formation: A single circle with partners, all are facing the center with the hands on the hips.

Measures:

- 1-2 Clap hands twice, turn to partner and bow. Turn to center and clap hands again and turn to neighbor and bow.
- 3 Stamp right foot, stamp left foot.
- 4 Turn around in place to the right with 4 running steps.
- 1-4 Repeat all.
- 5-8 Join hands in the circle and take 16 running steps to the right and then 16 to the left.

Repeat from the beginning.

Did You Ever See a Lassie?

Did you ever see a lassie, a lassie, a lassie,
Did you ever see a lassie do this way and that?
Do this way and that way and this way and that way?
Did you ever see a lassie do this way and that?

Formation: Hands joined in a single circle with all facing the center. The leader is inside the circle.

Meas. 1-8: Players walk around the circle singing the song. When they come to the words "this way and that" the leader demonstrates some activity for the other to imitate.

Meas. 1-16: Players stand still and imitate the action of the leader in the circle.

Dramatizations of Choral Readings. (The following are suitable)

Hippety Hop to Bed

Happy Children

The Farmer

Elephants

Ring a Ding Dong

Tippy Tippy Tiptoe

The Miners

A Crooked Man

Health Song

My Shadow — Robert Louis Stevenson

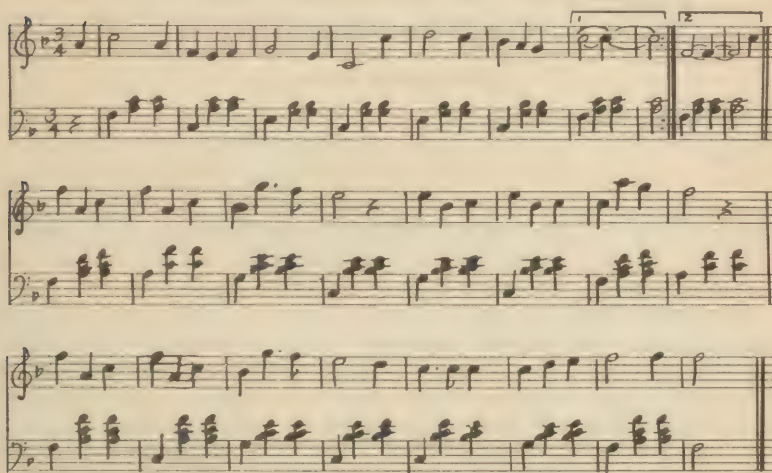
Come, Let Us Be Joyful—Victor 20448

Formation: Children are arranged in groups of six around a circle. Each group consists of two lines of three with the lines facing each other. Each group of three is made up of a boy in the center with a girl on each side. The inside hands are joined.

Measures:

- 1-2 The two lines of each group take three walking steps toward each other ending with a bow or curtsy.
- 3-4 The lines return to place with three steps.
- 5-8 Repeat the above movement.
- 9-16 Each boy hooks right elbows with the girl on his right and turns her with two step hops. Repeat with the girl on the left. Repeat with both girls again while the extra girl step hops in place.
- 1-8 Repeat activities of first part of dance. On the second advance instead of bowing they pass on through to meet the new group of three which has been coming from the opposite direction.

Dutch Couples



Formation: Couples arranged in double circle with boy on right of girl, inside hands are joined.

- I. a. Six Dutch steps in place starting on outside foot, 6 measures (stamp right, brush left foot across in front of the right, striking the left heel as the brush is made, hop right, repeat alternating feet).
- b. Jump and land on both feet with toes turned in. Measures 7. Jump and land with feet together. Measures 8. Repeat A and B. 8 measures.
- II. a. Two Dutch steps in place, starting with outside foot. 2 measures.
- b. Six running steps forward, lean forward and kick heels up behind. 2 measures.

Repeat A and B two times. 8 measures.

Repeat A of Step II and B of Step I. 4 measures.

- III. a. Two Dutch steps beginning with outside foot. 2 measures.
b. Turn back to partner, take six running steps away from partner. 2 measures.
c. Point right thumb over left shoulder, bend knees and look back over the shoulder at partner. 1 measure.
Point left thumb over right shoulder as above. 1 measure.
Repeat I-B. 2 measures.
Repeat III-A. 2 measures.
Run toward each other with 6 running steps, boy points finger at girl and girl pointing finger at boy. 4 measures.
Repeat I-B. 2 measures.
- IV. Two Dutch steps. 2 measures.
Stamp forward with outside foot, repeat with inside foot. 2 measures.
Kneel on outside knee, on inside knee. 2 measures.
Slap floor with outside hand, inside hand. 2 measures.
Stand on outside foot, on inside foot. 2 measures.
Two Dutch steps and I-B. 4 measures.

Dear Santa Claus

Music: The Muffin Man

1. Oh, do you know dear Santa Claus,
Dear Santa Claus, dear Santa Claus,
Oh, do you know dear Santa Claus,
Who comes at Christmas time?
2. Oh, yes I know dear Santa Claus, etc.
3. Two of us know dear Santa Claus, etc.

Formation: Four or five children are selected to take places in four corners of the room. As the first verse is sung, each walks or skips in time with the music to some child seated in the room and taking him by the hand the chosen ones sing "Yes I know," etc. The two then join both hands and dance around in a circle singing, "Two of us know dear Santa Claus, etc." The play continues, one child after another being chosen until all have joined some group.

EVEN ACTIVITIES

Even activities are forms of locomotion that seem to fit music or rhythm patterns that are characterized by even recurring beats such as a march. As a whole the notes in such a piece of music are of the same time value for most of the music. By experimentation it will be found that walking or marching fits such a pattern. If the music is played faster a run seems to fit while if played very slow a hop (one footed) or a jump (two footed) seem to fit. The same music might be used for all four forms of locomotion or music of varying rates might be used.

First Week—Walking and Running

Music: Walking—Go Round and Round the Village or any march. Running—Little Man in a Fix or clap hands as accompaniment.

Children should listen to the music first, then clap their hands in time with the music so the teacher can see if they are keeping time with the music. Then they should try it by walking or running. Half the group can try it while the other half watches to see if the performing group has the rhythm pattern correctly. Then change groups.

Second Week—Leaping and Jumping

Music: Leaping—Chimes of Dunkirk or Danish Dance of Greeting. Jumping—Jump Jim Crow.

Listen and then try the music as was done with walking and running. Dramatize Jump Jim Crow.

The Farmer in the Dell

1. The farmer in the dell,
The farmer in the dell,
High-o, the Cherry-o,
The farmer in the dell.
2. The farmer takes a wife, etc.
3. The wife takes a child, etc.
4. The child takes a nurse, etc.
5. The nurse takes a cat, etc.
6. The cat takes a rat, etc.
7. The rat takes a cheese, etc.
8. The cheese stands alone, etc.

Directions: The children form a single circle and join hands. The farmer stands in the center. The players walk around in the circle singing. When they start the second stanza, the farmer chooses a wife who comes into the circle with him. At the beginning of each new stanza the last player chosen selects another player until the "cheese" is chosen. As the last verse is sung all those who have been chosen, except the cheese, go back into the circle. The cheese then becomes the farmer for the next game.

Music—Go Round and Round the Village

1. Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.
2. Go in and out the windows, etc.
As we have done before.
3. Now stand and face your partner, etc.
And bow before you go.
4. Now follow me to London, etc.
As we have done before.

Formation: Single circle facing the center with one player outside the circle.

Verse:

1. Outside player runs around the circle on the outside.
2. Players on the circle join hands and raise their arms to form arches which the runner goes through in a weaving pattern. He runs in and out the circle.
3. Outside player stands in front of someone he chooses for a partner and bows.
4. Outside player and partner run around the outside of the circle until the close of the verse when they return to the center of the circle, bow, and the first player returns to the circle while his partner starts the game over again.

Here We Go Round the Christmas Tree

Music: Mulberry Bush.

1. Here we go round the Christmas tree,
Christmas tree, Christmas tree,
Here we go round the Christmas tree
So early Christmas morning.
2. I should like a big, red drum, etc.
3. I should like a nice new doll, etc.
4. I should like a top to spin, etc.
5. I should like a scooter to ride, etc.

New stanzas may be added according to the suggestions of the children.

Formation: Single circle, hands joined. During Stanza 1, children skip around an imaginary Christmas tree. In the remaining stanzas suit the action to the words.

Jolly is the Miller—Victor 20214—Columbia A 3078

Jolly is the miller who lives by the mill
The wheel goes around with a right good will
One hand in the hopper, the other on the sack
The girls go forward and the boys turn back.

Directions: Children form a double circle with boys on the outside and girls on the inside. One boy is chosen to be the miller and stands in the center. The children join inside hands and as they sing they march or skip around. When they come to the last line the girls continue marching counterclockwise and the boys turn and get a new partner. The child chosen to be the miller tries to steal a partner when they change. If unsuccessful, he is the miller again. If he succeeds, the boy left out becomes the miller. Repeat.

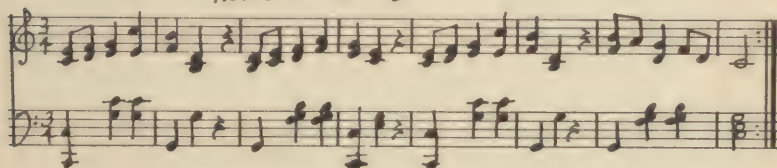
Highland Schottische—Victor 17331—Columbia A 3039

Formation: Single circle. Partners face each other. Left hand raised overhead, right hand on hip.

Measures:

- 1-4 (1) Touch right toe to right, hop left. (2) Raise right foot in back of left knee, hop left. (3) Touch right toe to right side, hop left. (4) Raise right foot in front of left knee, hop left. (5-8) Schottische step to right. (Schottische step—three running steps and hop on the fourth count).
- 5-8 Repeat step starting to left with right arm up.
- 9-16 Partners hook right arms, left hands on hips. Three schottische steps turning partner, and schottische step running forward past your own partner to meet a new partner.

How Do You Do, My Partner?



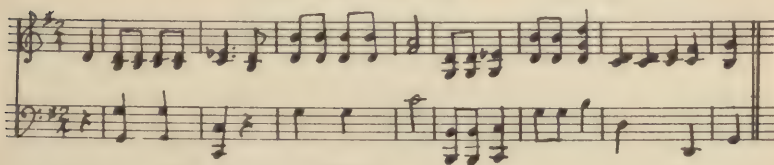
How do you do my partner,
How do you do today,
Will you dance in the circle?
I will show you the way.
Chorus: Tra, la, la, la, etc.

Formation: Double circle with partners facing each other.

Verse-Line:

1. Children on outside circle bow to their partners.
 2. Inside circle returns the bow.
 - 3-4 Partners cross hands skating fashion and get ready to skip around the circle side by side.
- Chorus: Couples skip around the circle to the end of the music when the outside circle dancers step forward to meet new partner and the dance is repeated.

I'm Very Very Tall



I'm very, very tall,
Or I'm very, very small,
Sometimes tall, sometimes small,
Guess which I am now.

Formation: A single circle with one child who is blindfolded in the center of the circle.

Line:

1. Children stretch up as tall as possible as they sing.
2. Squat down as low as possible.

3. Stretch up for "sometimes tall", squat for "sometimes small".
4. A leader gives the signal for them to be either tall or small and the blindfolded player is to guess which they are.

Keeping Time With Accompaniment

First Week—Stopping and Starting with Accompaniment

Music: Pop Goes the Weasel, Broom Dance, Skip to My Lou, or other music which is strongly marked rhythmically, such as a march.

The children should line up one behind the other and the teacher should impress on them the necessity for listening to the music. Interrupt the music frequently and have the children stop when the music stops. A game may be played at the end of the hour by eliminating children who are not accurate in stopping and starting with the music until the last child is left. He is the child who has listened the most carefully.

Second Week—Keeping Time with Accompaniment

Music: Norwegian Mountain March, Blue Danube Waltz, Skater's Waltz. Any strongly marked march.

Have them try first the three four time and then the four four or two four time. If children have difficulty responding by walking and keeping time to music that way, have them listen and then clap the rhythm before trying to walk to it again.

Third Week—Keeping Time to Accompaniment

Dance: This Is the Way the Lady Rides—listed alphabetically in rhythm section. The music is played at various tempos and the children should try to keep time to the various rates.

Fourth Week—Keeping Time with Accompaniment

Dance: The Skipping Play.

Let each child choose a corner or spot which he or she will call "home". Pick out one child to lead off in the following manner: Skip over to visit another child at his home. As the leader goes to visit, sing or say this little verse:

"Will you join the skipping play?
Follow us and skip this way:
Step hop, step hop, skippers say.
Step hop, step hop, skip away."

The two children now skip single file to visit another child and so on until all the children are skipping. Suggest that the leader not just always go to the nearest house but go to ones farthest away too so that if there were snow on the ground they would make designs in the snow. When finally the last child has been added to the line, have them skip into a large circle and stop.

Little Man in a Fix—Record No. 20449A

Formation: Two couples in a straight line facing opposite directions. The boys are standing side by side with girls on the right.

Step I

The boys join the left arms and place right arms around the girls. Run around counterclockwise. Girls place left hands on boys' right shoulders. This is done to 12 counts.

Step II

Boys join left hands and swing girls in front of them. Boys form an arch with left arms. Girls pass through and back to first position. Boys follow girls with hands joined and unwind. 12 counts.

Step III

Girls place left hand on boy's right hand, and turn themselves around clockwise. Join their right hands over boys' clasped hands. 12 counts.

Step IV

All four turn in a circle clockwise. 12 counts.

Step V

The partners now face each other with hands on each others shoulders. While the boy hops on his left foot the girl hops on her right foot. Take two hops on the foot stepped on. Repeat this step—hop—hop until 16 are made using first one foot and then the other, turning continuously in a circle. Always sway toward the side of the foot hopped on. The couples finish in original positions—facing in opposite directions. (48 counts)

Looby Loo

Verse:

Here we dance looby loo,
Here we dance looby light,
Here we dance looby loo,
All on a Saturday night.

Chorus:

1. Put your right hand in,
Put your right hand out,
Give your right hand a shake, shake, shake,
And turn yourself about.
2. Put your left hand in, etc.
3. Put your right foot in, etc.
4. Put your left foot in, etc.
5. Put your head way in, etc.
6. Put your whole self in, etc.

Formation: A single circle all facing left with the hands joined.

Verse: The circle moves around to the left with skipping steps throughout the verse.

Chorus: The dancers now stand still and extend their right hands into the circle, out of the circle and then shake them and turn around in place following the lines of the chorus. On the last chorus the dancers give a little jump into the center of the circle to put themselves in.

This folk dance originated in the Saturday night bath habit and refers to bathing the arms, legs, etc.

London Bridge

Two children are chosen to form a bridge by clasping their hands and holding them high. The other children form a line and pass through the bridge. When they come to the words "My fair lady", the bridge closes in on the child who is passing through. The child is carried off to one side and asked to choose between two objects which the couple have previously agreed upon, such as silver and gold, silk and cotton, butter and cheese. After he chooses an object, he joins the side which represents the thing he has chosen. He and the two leaders then catch as many of the players as possible. After all players are caught, they line up behind their respective leaders and a tug of war ensues. For variation, several spans may be used.

The Muffin Man

Oh, do you know the muffin man,
The muffin man, the muffin man;
Oh, do you know the muffin man
That lives in Drury Lane?

Oh, yes, I know the muffin man,
The muffin man, the muffin man;
Oh, yes, I know the muffin man
That lives in Drury Lane.

Two of us know the muffin man,
The muffin man, the muffin man;
Two of us know the muffin man
That lives in Drury Lane.

Four of us know the muffin man, etc.
Eight of us know the muffin man, etc.
All of us know the muffin man, etc.

Formation: Single circle facing the center, hands joined, one child stands in the center of the circle.

Verse:

1. Circle skips to the left while the child in the center sings the words.
2. Circle players sing the verse while the center child skips to some child in the circle, joins hands with him and returns to the center.
3. These two skip around the circle with hands joined while circle players sing.
Second verse is repeated each center child choosing a new partner.
4. Same as third verse, each center child again choosing new partners.
The play continues, each center child choosing a new partner, as in the beginning, until all have joined the center group.

The Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning!

This is the way we wash our clothes, etc.
So early Monday morning,

This is the way we iron our clothes, etc.
So early Tuesday morning.

This is the way we scrub the floor, etc.
So early Wednesday morning.

This is the way we mend our clothes, etc.
So early Thursday morning.

This is the way we sweep the house, etc.
So early Friday morning.

Thus we play when our work is done, etc.
So early Saturday morning.

Formation: Single circle with hands joined.

The circle moves about singing the first verse. On the second verse the group stands still and pantomimes the action suggested. Between each of the following verses the first verse is repeated with the group moving about as at the beginning and stopping for the pantomime.

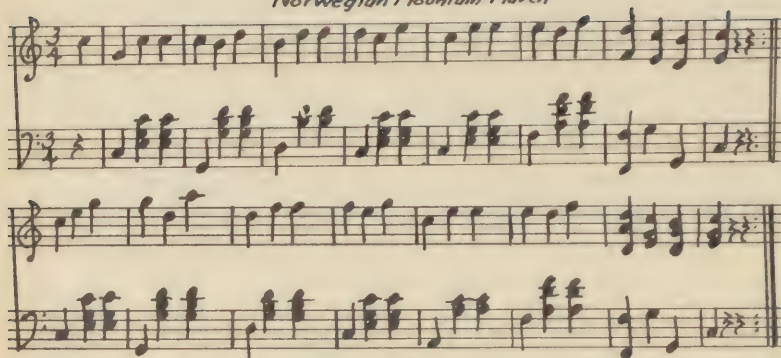
Nixie Polka

A little while we linger here,
With many a joy and many a fear,
Hey! little brownies come and frolic,
Let us all be merry.

Formation: A single circle with all players facing the center with their hands on their hips. One child is in the center of the circle and he stands in front of a child on the circle. This couple dances together while the rest of the circle dances with them.

Verse: On "while", "here", "joy", and "fear" the dancers hop on the left foot and bend the left knee while the right heel is extended forward (bleking step). On "here" and "fear" the dancers shift to the opposite foot with a little hop. At "hey" everyone claps hands and the center dancer turns around with his hands on hips while the circle dancer with whom he was dancing, steps in behind him and places his hands on the shoulder of the one in front of him. In this position they take 12 running steps to another dancer in the circle. Both dancers now face the new person, one behind the other, and repeat the bleking step with the first two lines of the verse. Then the three turn so that the child who was on the circle always joins the end of the line but as they come in front of the next person and the line turns, he now becomes the head of the line.

Norwegian Mountain March



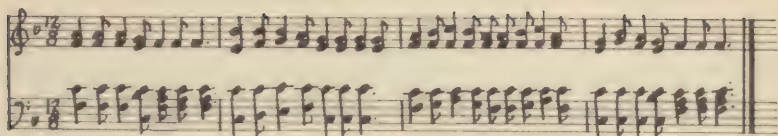
This dance represents a Norwegian Mountain Guide assisting climbers up a mountain. The three are tied together for the purpose of safety. Before presenting the dance the teacher should stimulate interest by showing pictures of high mountains and telling stories of the life and work of professional guides.

The children dance in groups of three, one (the guide) being in front of two and three who stand side by side behind him. Two is on the left and three is on the right. These two have their inside hands joined and grasp one's hands with their outside hands.

Measures:

- 1-16 The children dance in a circle counterclockwise around the room. Beginning with the right foot run forward three steps to a measure, stamping on the first count of each measure. Bend the knee of the foot taking the stamp slightly and sway the body to that side.
 - 17-18 One bends forward and with a stamp on the first count takes six running steps backward under the raised arms of two and three while they take six running steps in place.
 - 19-20 Two, taking six short running steps passes in front of one and turns inward once around in place under one's right arm. One and three run in place.
 - 21-22 Three taking six running steps turn inward once around in place under one's right arm. One and two run in place.
 - 23-24 One, taking six short running steps, turns once around to the right under his own right arm. Two and three run in place.
- Repeat the entire dance.

Oats, Peas, Beans



1. Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Neither you nor I nor anyone knows,
How oats, peas, beans, and barley grows.
2. Thus the farmer sows his seed,
Thus he stands and takes his ease,
Stamps his foot and claps his hands,
And turns around to view his lands.
3. Awaiting for a partner,
Awaiting for a partner,
So open the ring and choose one in,
Make haste and choose your partner.
4. Now you're married, you must obey,
You must be true to all you say,
You must be kind, you must be good,
And keep your wife in kindling wood.

Formation: Single circle with hands clasped and one player in the center of the circle.

Verse:

1. Circle around the one in the center of the circle.
2. Follow the directions of the song.
3. Circle around the center player and at the end that player chooses a partner from the circle.
4. The couple in the center skip in the opposite direction from that the circle is going and at the end the person who is last remains in the game to start it over again.

O, Susanna—Victor 20638B

Formation: Couples arranged in single circle facing the center. The boy is on the right. There is an extra player in the center.

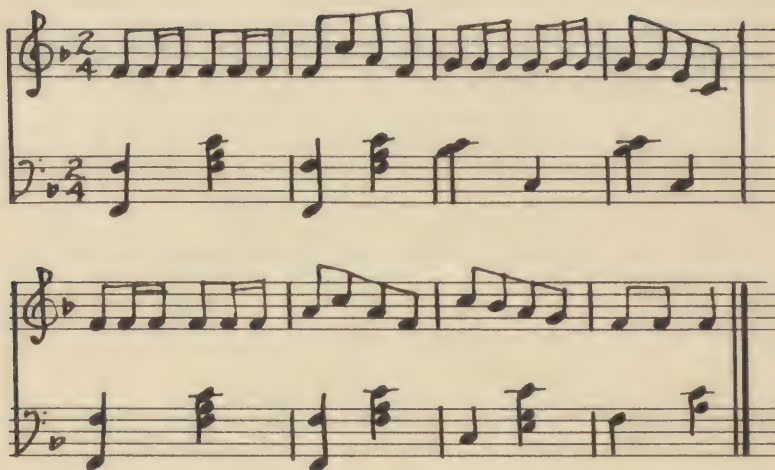
Verse-Line:

- 1-2 Boys walk eight steps to the center and eight steps back.
- 3-4 Girls repeat above activity.

Chorus Line:

- 1-2 Grand right and left. 12 counts.
3. Take the nearest person for a partner while the extra person tries to secure a partner. 4 counts.
Repeat entire chorus by promenading with the new partner counter-clockwise.

Paw Paw Patch.



1. Where, oh where, is dear little ——— (Supply name)
'Way down yonder in the paw paw patch.
2. Come on boys and let's go find her, etc.
'Way down yonder in the paw paw patch.
3. Picking up paw paws, puttin' them in a basket, etc.
'Way down yonder in the paw paw patch.

Formation: Five or six couples arranged in a double line with girl on the right of the boy. The first girl in the line turns to the right and skips clockwise around the formation as the group sings the first verse inserting her first name in the blank. The others remain standing still. On the second verse she again skips around the formation with the entire line of boys following her to come back to place. On the third verse all couples join hands and skip clockwise until they reach the foot of the line. The head couple now makes an arch by joining both hands while the others skip through the arch. Repeat the dance with the second couple now being the head couple.

Pop Goes the Weasel—Victor 20151—Columbia A 3078

Formation: Double circle in groups of four with each couple facing another couple.

1. All skip four steps toward opposite couple.
 2. Skip four steps backward to place.
 3. Fours join hands in a circle and skip around four steps.
 4. Couples facing clockwise raise inside hands to form an arch for opposite couples to skip under to meet new couples.
- Repeat.

Rope Jumping

Rope jumping may be done as an individual or a group activity. Various ways of jumping should be tried such as jumping on both feet, jumping on one foot, jumping on first one foot and then the other, and finally jumping twice on first one foot and then the other. Rhymes can be used to add further interest. Some of the more common ones are listed below:

TEDDY BEAR

Teddy Bear, Teddy Bear, turn around (turn around while jumping)
Teddy Bear, Teddy Bear, touch the ground (bend down and touch the ground)

Teddy Bear, Teddy Bear, show your shoe (extend one foot forward while jumping on the other)

Teddy Bear, Teddy Bear, please skiddoo (run out).

JUMP THE FENCE

I asked my mother for fifty cents
To see the elephant jump the fence.
He jumped so high he reached the sky
And never came back till the Fourth of July.

The rope is swung back and forth as this rhyme is chanted and the jumper jumps back and forth over it as the swingers raise it higher and higher until the jumper misses.

JACK BE NIMBLE

Jack be nimble, Jack be quick
Jack jump over the candlestick

PEPPER

Salt, vinegar, mustard, cedar, cider, red hot pepper.

Start slowly and gradually work up so that at "red hot pepper" the swingers are turning the rope as fast as possible until the jumper misses.

HIGH WATER

The swingers hold the rope low at first and the jumpers line up one behind the other and take their turn at jumping over the rope. After the line has gone once through the swingers raise the rope and after every round it is raised higher and higher. As jumpers fail to clear the rope they are eliminated. The rope may be swung back and forth easily as the jumpers jump.

Schottische—Victor 19907

Music: Any 2/4 music—The Girl I Left Behind Me.

Formation: Couples scattered about the room. Partners stand side by side, boy's hand is at back of girl's waist, girl's left hand is resting on boy's right shoulder.

Schottische step: Starting with outside foot, run forward three steps, hop on outside foot and swing inside leg forward. Repeat starting on inside foot.

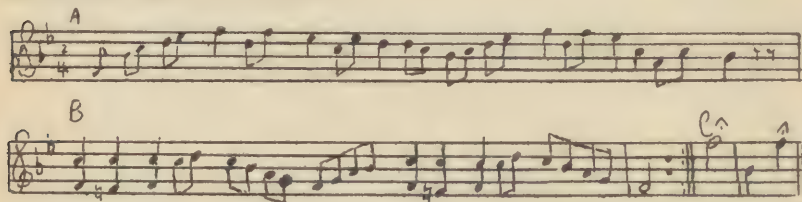
1. Two schottische steps forward, starting on outside foot. 8 counts.
Four step hops starting by a step and hop on the outside foot, alternating feet and turning away from each other to make a small circle and return to partner. 8 counts.
Repeat. 16 counts.
2. Two schottische steps forward. 8 counts.
Boy faces girl and places his hands on her waist as she places her hands on his shoulders. Four step hop around in a circle. 8 counts.
Repeat. 16 counts.
3. Two schottische steps. 8 counts.
Four step hops—boy dances in place as the girl dances around the boy. 8 counts.
Repeat. 16 counts.
4. Same as above but boy dances around girl on step hops. 32 counts.

Seven Jumps

Victor 17777

Movement: skips and jumps

Equipment: piano or victrola



Formation: Single circle

Measures:

- I. a. 1-7 Join hands and all skip to left.
8 All jump.
b. 9-15 Repeat skip to right.
16 All jump.
c. 17 Put hands on hips and raise foot from ground, knee at right angles. Put foot down and remain motionless. (For suspense the pianist may hold the last note for as short or as long a time as she likes. Everyone must remain perfectly motionless during the pause.)
The dance is repeated six times. Each time the last two measures are repeated an extra time.
- II. Repeat A, B and C; then repeat C, lifting left foot.
- III. Repeat II, adding a kneel on the right knee.
- IV. Repeat III, adding a kneel on the left knee.
- V. Repeat IV, and in addition put right elbow on floor, chin resting on right hand.

VI. Repeat V, in addition put left elbow on floor.

VII. Repeat VI, and put forehead on floor.

End with A-B.

She'll Be Coming 'Round the Mountain

Music: She'll Be Coming 'Round the Mountain or Turkey in the Straw.

Formation: Quadrille.

"All join hands and forward and back"

All join hands to form a circle, walk forward 4 counts and back 8 counts.

"Swing on the corner"

Boys swing girl on the left. 8 counts.

"Swing partners all"

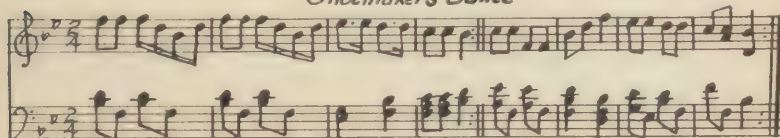
Boys swing partners. 8 counts.

"Swing corner lady and promenade the hall"

Boys swing girls on the left once again and keep her for new partner. 8 counts. Promenade once around the set. 16 counts.

Repeat dance until boy promenades with his original partner.

Shoemaker's Dance



Formation: Double circle with partners facing each other.

Measures:

- 1-2 With the elbows bent and the fists clenched, roll one hand over the other three times as if winding the thread. Reverse and repeat.
3. Jerk the elbows backward to pull the hands back as if breaking off the thread.
4. Clap hands together three times.
Repeat measures 1-3 and on measure 4 hammer with the right fist clenched against the left fist as if driving in pegs.
- 5-8 Partners join inside hands and skip around the circle. The outside hand is on the hip.
Repeat from the beginning.

Shoo Fly

1. Shoo fly, don't bother me, etc.
For I belong to somebody.
2. I do, I do, I do,
And I ain't gonna' tell you who,
For I belong to somebody
Yes, indeed, I do.

Formation: Single circle facing the center. Girl is on the right of the boy.

1. With hands joined take four steps to the center and back to place. Repeat.
2. Partners clasp hands and turn three and a half times around, ending with the girl on the left of the boy. Repeat with new partners.

Sicilian Circle—Victor 20639 and 22991

Music: Turkey in the Straw, The Girl I Left Behind Me.

Sets of four with couples facing each other in a circle.

1. Forward and back—couples join inside hands and walk toward each other four steps and back. 4 measures.
2. All join hands and circle once to the left. 4 measures.
3. Ladies chain—in each set of four, ladies change places, touching right hands as they meet in the center and giving left hand to opposite gentleman who turns the girl once around. Return to original place in same manner. 8 measures.
4. Right and left—couples cross over with ladies passing between the men, man takes partner's hand and turns her. Return in the same way. 8 measures.
5. Forward and back—as in 1. 4 measures.
6. Forward and pass through—walk toward opposite couple, drop hands and ladies pass on the inside of the gentlemen. Continue on until you meet the oncoming couple to form a new set to repeat the dance. 4 measures.

Skip to My Lou

1. Cat's in the buttermilk, skip to my Lou, etc.
Skip to my Lou, my darling.
2. Flies in the sugarbowl, shoo, fly, shoo, etc.
3. Little red wagon, painted blue, etc.
4. Git me another as purty as you, etc.
5. Sugar is sweet and so are you, etc.
6. Gone again, now what'll I do, etc.

Formation: Couple circle facing counterclockwise. There are one or two extra boys in the center of the circle.

Couples skip or walk around the circle singing the above verses. The extra boys choose a couple from the circle to take into the circle with them. These three now join hands and skip in the opposite direction to that of the circle for the first three lines. On "Skip to my Lou, my darling" the original partner of the girl is popped under the arms of the girl and her new partner who now joins the original circle and the game is continued in the same manner.

Camptown Races—Victor 25438

Formation: Quadrille.

"Honor your partner, corners the same."

Partners bow to each other, turn and bow to person on the other side.

"Head couples right and left through"

Couples I and III walk toward each other and pass through each other with the ladies on the inside, when on the opposite side the boy turns the girl round in place. 8 counts.

"Right and left back"

Return in same way as above. 8 counts.

"Promenade across"

Couples I and III change places again, this time however the couples do not split but the boy retains the girl's hands throughout. Turn when at the opposite side. 8 counts.

"Promenade back"

Return as above without splitting. 8 counts.

"Change your ladies"

Ladies chain—ladies of couples I and III change places giving each other right hands in the center and giving the left hand to the opposite gentleman who turns the lady in place. 8 counts.

"Change them back"

Ladies of couples I and III return with a ladies chain. 8 counts.

"Promenade across"

Couples I and III change places as they did before. 8 counts.

"Right and Left back"

Return with a right and left back as above. 8 counts.

"Allemande left"

Boy turns to girl on left, puts his right hand on her back and holding her left hand in his he turns her once around.

"Grand right and left"

Partners face each other and clasp right hands, pass by partner and give left hand to next person and continue first with one hand and the other. The boys go one way and the girls the other.

Repeat the dance with couples II and IV changing places.

Uneven Activities

Uneven activities are forms of locomotion that seem to fit music or rhythm patterns that are uneven or choppy, with the notes having different time values. Examples of such music are polkas, gallops, etc. Although uneven activities can sometimes be fitted to even music it will be found by close observation that one is not taking a step with each note but with only the strong beat or accent. Trying the same activity to uneven music seems to fit better.

First Week—Skip

Music: Captain Jinks, Rig-a-Jig, Looby Loo.

Children should skip around the room keeping time to the music. Change to various other pieces from time to time so they can experience a wide variety of music. If no music is available half the group can clap while the other half skips.

Second Week—Slide and Gallop

Music: Slide—Pop Goes the Weasel, The Farmer in the Dell. Gallop—Oats, Peas, Beans.

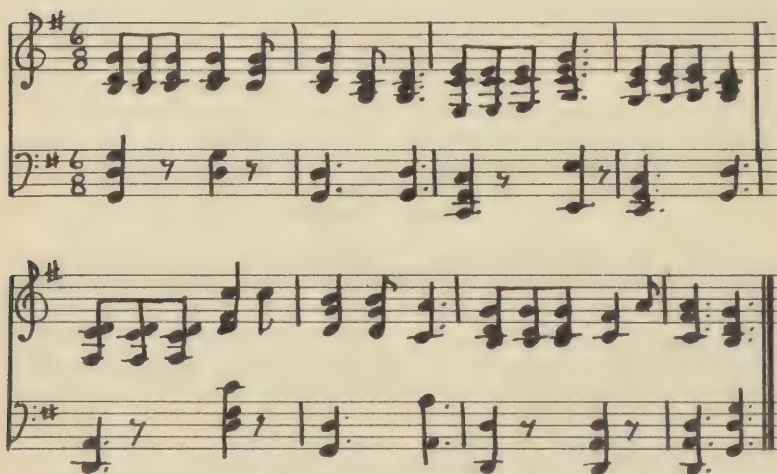
A slide is done with the side turned in the desired direction. A step is taken with the foot on the side toward which you want to go and then the other foot is brought up to the foot taking the first step. A gallop is done in much the same way in that one foot is always leading and the other foot comes up to the foot that is leading. For more specific directions for the gallop see "Gallop" under the Self Testing Activities. Move about the room changing direction from time to time and changing from one activity to another within the same piece of music. Try the skip to the same music and it will be found to fit nicely.

Third Week—Polka Step, Rig-a-Jig

Music: Any of the above pieces of music.

Although a polka can be taught as a hop on the left foot, step right, bring the left foot to the right, step right and repeat starting with the right foot, it can be taught more easily by developing it from a gallop. Gallop four steps forward with the right foot leading, hop on the right foot and change so that the left foot is leading for the next four gallops. Continue changing on every fourth step to the other foot. Then repeat changing on every second gallop step and the polka step is the result.

This Is the Way the Lady Rides



1. This is the way the lady rides
Gentle and slow, gentle and slow,
This is the way the lady rides
All on a pleasant morning.
2. This is the way the gentleman rides
Trotting along, trotting along, etc.

3. This is the way the farmer rides
Joggity trot, joggity trot, etc.
4. This is the way the messenger rides
Gallop along, gallop along, etc.

Formation: Single circle or scattered about the room. Reins in left hand and crop in the right.

1. Easy walk, lifting knees slightly and tossing heads.
2. Brisk, high stepping horses.
3. Slow, clumsy gallop of farm horse.
4. Fast gallop, pull back hard and gradually slow down on last line.

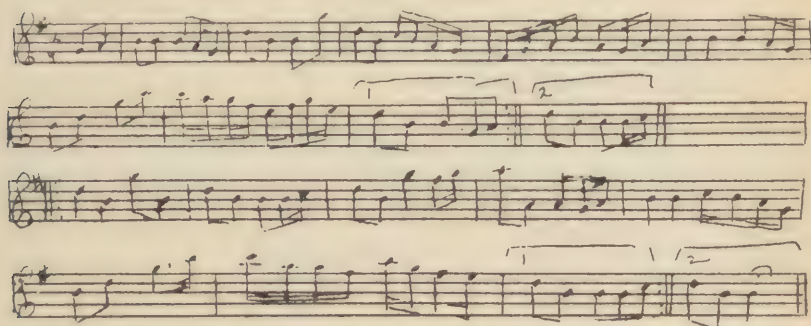
The music should be played in such a way as to show the type of horse being portrayed.

Virginia Reel

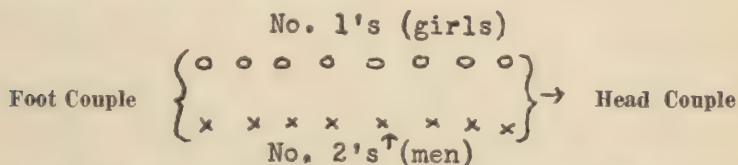
Victor 18552

Movement: skip or walk

Equipment: piano or victrola



Formation: Couples face each other.



- Figure 1. No. 1 of head couple, and No. 2 of foot couple skip to center, bow to each other and skip backwards to place.
- Figure 2. Same couples forward to center, join right hands and turn; backwards to position.
- Figure 3. Repeat, using left hand.
- Figure 4. Repeat, joining both hands.
- Figure 5. Forward to center, pass back to back, right shoulders first, and back to position.
- Figure 6. Repeat, using left shoulders.
- Figure 7. Head couple joins both hands, arms straight out to sides, and slide step to foot of formation and back to position.

Figure 8. Head couple hook right arms, and turn one and one-half times to place. Give left hand to neighbor on opposite side and turn around once. Right arm to partner and turn around once. Continue down the line, turning partner and neighbor alternately to the foot of the set. Turn partner one and one-half times around and take position for slide-step.

Figure 9. Slide-step to head of set, to foot of set, and back to head.

Figure 10. Head couple drop hands and all face forward. Head couple lead off, turning toward foot of set on outside of set. Others follow, all clapping. At foot, head couple join hands and continue to position at head of line; face each other, join both hands and form an arch by raising both arms. Other couples follow, taking their own places in line and forming arch. Last couple pass through to head of set. All drop hands and take proper distance. Repeat the dance till all couples are in their original position.

RELAXATION

All activities involving physical exertion should always end with relaxation. Here is one way to attain it:

Standing with feet together, stretch up on toes with arms raised high above the head. Sink to heels, then relax wrists (that means drop the hands) on count 1; relax elbows (count 2); relax shoulders and head (count 3); then waist and hips (count 4); knees and ankles (count 5); and stretch up again on count 6 and repeat the process. The counts should be taken very slowly so as to allow plenty of time for complete relaxation of every part of the body. (See figures page 85).



CHAPTER FIVE

SELF TESTING ACTIVITIES

SUGGESTIONS FOR TEACHING

1. Have equipment ready for the class ahead of time.
2. For activities of a combative type, for example, Rooster Fight, match the students for size and weight.
3. If the floor is not clean enough to sit on for stunts, pads of newspapers can be used.
4. Equipment necessary includes:
 - a. Broomsticks—wands.
 - b. Indian Clubs or blocks about 12 inches high. Books may be used in many places where Indian Clubs are suggested.
 - c. A mat or mattress covered with unbleached muslin or other sturdy material.
 - d. Erasers or small blocks of wood the approximate size of erasers.
 - e. Balance beams made of 2"x4" supported on either end and at the middle by blocks.
 - f. Bean bags.
5. Have the area in which the stunts are to be performed free from obstructions against which a student might fall.
6. Charts may be used to check and indicate progress in learning stunts.
7. Have elimination contests with combative stunts occasionally.

ACTIVITIES DESCRIBED

Alternate Pull and Leap

Partners face each other and crossing their own arms they clasp their partner's hands. Number one remains stationary while number two assisted by a pull from number one takes a leap around to finish by number one's side facing the same direction as one. Number two now does the pulling and number one the leaping to continue in the original direction. The pulls and leaps are done continuously.

Ankle Throw

Hold a bean bag firmly between the feet. Take a little jump into the air and at the same time bend the knees backward quickly so that the bean bag is tossed backward overhead. The object should be caught as it comes over the head in front.

Archway

Two performers lie down with their heads touching. Both go up into a shoulder stand and touch their feet overhead in a heart shape. Several couples may lie down side by side and make a long arch. If desired students may walk under the arch. If this is done the performers should allow about a foot between the heads.

Aviation Test

Stand on one foot with the hands on the hips and the other foot touching the knee of the supporting leg. Close the eyes and hold this position for ten seconds. Although there will be some motion in the supporting foot it should not be moved from the starting position.

Backward Hop

Stand on the right foot holding the left foot off the ground. Hop backward landing on the right foot.

Backward Roll (Somersault)

Start in the crouched position with the hands at the back of the neck and the elbows out to the side. In this rolled up position sitting on the heels tip forward to gain momentum and then roll backward pushing with the elbows as they hit the mat. The body should remain tucked up throughout the roll. When the student can roll straight the hands should be moved so that they start near the shoulders with the thumbs toward the ears. The hands do the pushing now instead of the elbows. At the finish of this roll the feet should be tucked under and the student should come to the standing position. Be sure the push is equal on both sides or the student will roll to one side. If the student is unable to get over on the first push, start from the beginning instead of trying to get over on that roll. One cause of inability to complete the roll is straightening out the body instead of keeping it well rounded. Tension may also cause a poor roll.

Balance Bend

Clasp the hands behind the back with the right hand holding the left wrist. The heels are together. Bend the knees and touch the left finger tips to the floor without separating the heels.

Balance Touch

Make a mark on the floor three foot lengths from a starting line. Place a piece of loosely crumpled paper on the mark. Stand on one leg with the knee bent and reach forward with the free foot to kick the piece of paper off the mark. The kicking foot should be returned to behind the starting line before it touches the floor.

Bear Dance

Take a squat position with one foot stretched out in front and the arms extended forward for balance. With a quick hop change feet and repeat the hop and change rapidly.

Body Bounce

Sit on the floor with the knees bent, the feet flat on the floor and the hands grasping the toes. Bounce forward on the hips in this position by jerking with the arms and legs.

Bouncing Ball

Partners stand side by side. Number one crouches down and grasps his own ankles so that he assumes a ball shape. Number two moves his hand up and down over number one's head as if he were bouncing a ball. While he is doing this number one takes small jumps as if he were a ball that was being bounced. The partners may try variations such as playing "O'Leary" or bouncing an imaginary ball forward or backward.

Camel Walk

A and B stand facing the same direction. A should be larger than B. With a little jump B mounts A so that his feet are around A's waist. A should help by lifting B to this position. B now bends forward and keeping his legs around A's waist he crawls through A's legs with his head and shoulders and places his hands on A's heels. A bends forward and with B riding face up under A the pair walk along the mat.

Cartwheels

Start with the right side facing the line of direction. The contact is with the right hand first, then the left hand, left foot and right foot. To start cartwheels get the feel for the proper sequence of hand and leg and let the legs kick up only part way to the erect position. As the proper coordination is secured the legs should be kicked higher until they are in the upright position. When that can be done the student should start by leaning toward the left side just before starting the cartwheel to get more momentum.

Cat Walk

Stoop down and place the hands on the floor. Taking tiny steps walk up as close to the hands as possible as if hunching the back. Then walk forward with the hands and repeat.

Centipede

Four or five persons or more are needed for this stunt. The first person bends down and places his hands on the floor and bends his knees slightly. The second person straddles the first at the shoulders and places his hands on the floor while his feet are on the outside about halfway between the hands and feet of the first man. The others continue to take their places in the same manner. When everyone is in place the centipede moves with everyone moving first the left hand and foot forward and then the right hand and foot. It is advisable to have a leader give the signal for the centipede to start.

Chicken Fight

The two opponents are bent forward grasping their own ankles. At the signal each tries to crowd his opponent out of the seven foot circle they are in. A player loses if he is crowded out, lets go with either hand, or touches the ground with any part of the body but the feet.

Chicken Walk

Stoop over and clasp hands around the legs and in front of the ankles. Walk forward with little steps.

Churn the Butter

A and B stand back to back with their elbows locked. A bends forward at the hips and pulls B over onto his back. At the same time that A bends forward B gives a little push with his feet and raises his legs into the air as A bends to a right angle. Then they rock back to the starting position and B bends forward. They continue the rocking motion back and forth several times without stopping.

Clown Tricks

Balance a stick on the palm of the hand, on the tip of the first finger, or on the chin.

Coffee Grinder

Support the body on the straight right arm and leg with the body extended and turned with the right side toward the ground. Use the arm as a pivot and walk around it in a circle.

Corkscrew

A small piece of paper is placed beside the outside of the right foot. Reaching across the body with the left arm in front of the right leg, around behind it and again across in front of the ankle pick up the wad of paper. It will help if the right heel is lifted off the floor.

Crab Walk

Sit on the floor with the knees bent, feet flat on the floor and both hands on the floor behind the back. Raise the hips off the floor so the weight is supported by the hands and feet. Walk or run in this position. Try to keep the body level with no sag at the hips.

Crane Dive

Fix a piece of paper six inches high so that it will stand up. Standing on one foot with the other foot stretched out behind bend forward and pick up the paper in the teeth.

Cricket Walk

Crouch down near the floor with the arms between the legs. Reach far enough back with the hands so the knees are well above the elbows. Tilt the weight back on the hands so that the feet may be lifted slightly from the floor and slid forward. Tilt the weight onto the feet again and bring the hands up. Progress forward with this rocking motion.

Cross Leg Walk

Two people stand side by side. Each lifts his inside leg and gives it to his neighbor to hold. Holding the partner's leg with both hands and hopping on the outside leg the pair progress forward.

Dog Run

With the knees slightly bent run forward on hands and feet imitating a dog.

Double Thigh Stand

Three people are needed for this stunt. A and B stand side by side with their inside knees bent toward each other and the outside leg in the stride position. C stands just behind the two. C steps up with one foot on the thigh of each of the other two. A and B support C by holding him just above the knee. C extends his arms out to the side.

Duck Walk

Start in the squat position with the fists clenched and held under the arm pits so that the arms resemble wings. Walk forward by swinging the legs around to the side as you step forward.

Dutch Jump

Jump into the air with the feet apart and the legs bent at the hips so that they are almost parallel to the ground. At the same time the jump is made try to touch the toes with the hands without bending the knees. The position is very much like a jack knife dive position except that the jack knife is parallel to the ground.

Elephant Stand

Keeping the knees straight, bend over and touch the floor. Walk forward in this position with the right hand and foot at the same time, then the left foot and hand.

Elephant Walk

Performer A stands with feet apart and facing B. B jumps up and clasps his legs around A's waist and his hands on A's shoulder. B removes his hands and does a back bend while A is holding onto B's legs. When B can touch the floor he continues until he has brought his head and shoulders between A's legs. In this position A bends forward to walk along the floor on his hands and feet while B has his legs about A's waist and his hands on A's heels and is riding under A with his back up. Choose lightweight persons to take the part of B. A should watch as B bends backward so that he does not lose his balance. This stunt should be done on a mat or mattress.

Fish Hawk Dive

Kneel on the right knee with the left leg extended backward off the floor. Bend forward and pick up a piece of paper about three inches in height with the teeth without losing the balance, touching the rear foot or the hands.

Forward Roll

Stoop down and place the hands on the floor. Keeping the back well rounded and the head tucked in with the chin on the chest, the weight is shifted forward onto the hands until the body is turned over enough so that the upper back can take the weight. The roll is continued with the body in the rounded position. To come to the feet at the end of the roll reach forward with both hands. Be sure the weight is not placed on the head.

Forward and Backward Rolls Combined

Start with a forward roll and before untucking from the rolled position come right back into a backward roll.

Frog Dance

Squat down with the knees bent and the hands crossed on the chest. Extend one leg straight to the side. With a little jump change so that the first leg returns to the squat position as other leg is extended to the side. Continue changing making the changes quickly.

Frog Hop

Squat down with the hands on the floor between the knees. Jump and reach forward with the arms and at the same time kick the legs out backward like a frog before bringing them forward to meet the hands.

Gallop

Start with the left foot in front of the right. The left foot will always lead. Take a small step forward with the left foot and bring the right foot up to the left. Keep the movement continuous like the galloping of a horse.

Git Up Napoleon

This is a couple stunt. Napoleon, the horse, kneels on hands and knees with his feet lifted slightly from the ground. The rider sits on the horse's hips facing the rear and places his feet on the lifted feet of the horse. The arms are extended out to the side. The horse creeps forward slowly with the rider on his back.

Greetings

Two performers face each other and shake hands. Number one steps with his left foot over the hands which are still clasped at the same time that number two steps over with his right foot. This leaves them back to back straddling their clasped hands. They complete the turn to face each other and repeat the stunt always starting with a handshake.

Greet the Toe

Stand on one foot. Grasp the other foot in both hands and bring the foot up to touch the nose.

Hand Stand

This stunt should not be attempted until the head stand is mastered. When learning this stunt it is wise to stand so that the hands will be put down about 12 inches from a wall so that the feet can be balanced against the wall. Start with one leg behind the other and with a little spring fall forward so that the weight is resting on the hands with the feet kicked up overhead. The head should be held back for balance. As balance is learned the stunt may be performed without the wall as a back stop. Avoid going on over into a back bend when performing the stunt. An additional student may be used as a helper to catch the legs of the per-

former while the stunt is being learned. The helper may stand either to the side or facing the performer but should watch as the feet are kicked up to avoid being hit.

Hand Wrestle

The two performers stand facing each other in the stride position with the outside of the right feet together and with the right hands clasped. Each tries to pull or push the other off balance so that he must move the feet or touch the ground with the hands.

Head Stand

Place the hands on the floor about shoulder distance apart. Place the head on the floor ahead of the hands so that a triangle is formed with the head at the apex and the hands at the base. In this position walk up with the toes toward the hands as far as possible and gradually lift the legs to the extended position overhead. Someone should stand to one side of the person doing the head stand while it is being learned so as to keep the performer from over balancing and going on over. Return to the standing position by coming down the same way you went up. It is easier to hold the balance if the back is arched slightly. The head should contact the floor at the front on the hair line and not directly on top of the head.

Heel and Toe Walk

Stand on a line and walk forward always putting the heel of the forward foot against the toe of the foot behind.

Heel Click

Stand in the stride position. Jump into the air and click the heels together once or more than once if possible. This may be done in a slightly different way by extending one leg to the side, jumping into the air and clicking the heels together out at the side.

Heel Slap

Jump into the air and bend both knees backward so that the hands can slap the heels.

Heel Spring

Bend over and grasp the toes of each foot and stand on the heels. Lean forward and jump backward without releasing the grip on the toes. Also try leaning back and jumping forward.

High Kick

Stand on one foot and try to kick at least shoulder high with the free foot.

Horizontal to Perpendicular

Start by lying on the back with the hands crossed on the chest. Rise to the standing position without unfolding the arms.

Human Ball

Sit down on the floor with the knees bent and the feet flat on the floor. Bring both arms down between the knees and around behind the ankles to clasp the hands in front of the ankles. Tip to one side and continue to roll in the rounded position around and around until you return to the original position.

Human Fly

Support the body weight on the hands and toes with the toes touching a wall. Walk up the wall with the toes as the hands move closer to the wall until in the hand stand position.

Human Rocker

Lie on the face. Arch the back and reach backward with both hands to grasp the toes. Lift the feet toward the ceiling and in this arched position rock backward and forward.

Indian Leg Wrestle

A and B lie on the mat with their heads in opposite directions and their right sides together. Their right elbows are locked. They raise their inside legs with the knees straight and touch toes three times overhead. On the third time each tries to hook the other one at the heel and pull him over in a backward roll.

Jump Foot

Stand on one foot and grasp the toes of the other foot in the opposite hand. Without letting go of the toes jump the foot on which you are standing over the foot that is held with the hand.

Jumping Jack

Squat down with the hands between the knees and the fingers on the floor. With a little jump land in the upright position with the feet apart and the hands diagonally outward and upward. Jump between the squat and stand position several times without stopping.

Jump the Stick

Before this stunt is tried with the stick the student should take several jumps to limber up and to try to bring the knees as close to the chest as possible. As the knees are brought to the chest the hands should swing down. After practice has shown the student is getting the hands far enough down, the stick may be used. It should be grasped lightly in both hands and with a little jump into the air the feet may be brought over the stick. After having jumped through the stick the student may jump back to the original position.

Jump Through the Hands

Start in the front rest position with the body extended and the weight resting on the hands and toes. The hands should be slightly more than shoulder distance apart. Giving a little push with the feet jump the legs

forward so that they come through and the individual is now in the sitting position with the legs out straight in front of them on the floor.

Kangaroo Jump

Place a bean bag or ball between the knees and hop forward on both feet without losing the object.

Kiddie Kar

This is a couple stunt. The first person kneels on hands and knees while the second person straddles the first person's neck and extends his arms out side horizontal. The kneeling person now places his hands on the toes of the standing person and they progress forward with the kneeling member crawling and the standing member taking small steps. The extended arms represent the handle of the kiddie kar.

Knee Dip

Stand on one foot and grasp the other foot behind with the opposite hand. Bend the supporting leg, touch the bent knee to the floor and return to the standing position. The free arm may be used for balance but no other part of the body but the knee should touch the floor.

Kneel and Rise

With the arms crossed at chest level, kneel onto both knees at the same time. Rise by straightening both knees at once and without help from the hands.

Knee Snap

Kneel on both knees. From this position swing the body to the standing position by swinging the arms forward. Do not rock backward on the heels to get the spring but instead lean forward and use the arms for power.

Lame Dog Walk

Start in a kneeling position with both hands on the floor and the right leg extended backward. Hop forward using the hands and one foot, keeping the right leg off the floor.

Log Roll

Lie on the floor with the arms extended overhead. Roll to the side being careful to roll the body as a whole. Continue to roll over and over.

Long Legged Sitting

Sit on the floor with the knees straight and the feet apart. Reach forward keeping the knees straight and touch the feet with the hands so that the wrists are on the toes and the length of the hand is against the sole of the foot.

Long Reach

Toe a line on the floor and reaching forward with a piece of chalk in one hand mark the floor as far forward as possible without moving the toes or moving the hand that was put down for support of the body.

Mercury

Stand on the right leg with the knee bent slightly. Lean forward from the hips, arch the back and extend the free leg backward. The arms are extended out to the side and back as in a swan dive.

Merry Go Round

Use either six or eight people for this stunt. The group forms a circle with the hands joined. Every other person sits down with the legs extended in to the center of the circle. The standing people furnish the power for the merry go round. When the merry go round is ready to start the seated people raise their hips from the floor and take tiny steps with the heels as the standing people move in a clockwise direction with walking steps. After the merry go round has made several trips reverse the positions of the members of the group.

Minuet Bow

Keeping the weight on the right foot reach back with the left foot until the left knee touches the floor. Sit down on the left leg and keep the right leg straight. Rise to the standing position without using the hands.

Monkey Walk

This stunt is like crab walk. Start in the sitting position. Place both hands behind the hips and then raise the hips so that the weight is borne on the hands and feet with the face up. Raise the right foot and hand to take a step and before the hand is put down slap the hip. Do this every-time a step is taken. The faster the stunt is done the more effective it becomes.

One Leg Squat

Stand on one foot and extend the other leg straight out in front. Bend the supporting knee and come to the squat position sitting on the heel and then rise to the standing position without touching any other part of the body to the floor. It is easier if the trunk is inclined forward.

Opening the Rose

Six or more students are seated in a circle with their legs extended and their feet touching in the center of the circle. The hands are joined. At the beginning of the stunt the rose is closed. All the members of the group lean forward toward the center of the circle. Slowly they come to the upright position while sitting on the floor and continue on to lie down on their backs with their arms extended overhead like a full blown rose. The hands remain joined throughout. If desired, an odd person can be placed in the center of the circle. He should stoop down when the rose is closed and slowly come to the standing position as the rose opens.

Potato Relay

Small blocks of wood or erasers are used for potatoes. Each team has three potatoes which are placed on marks on the floor in a line in front

of the team. If possible each potato should be about ten feet apart. On the signal the first person in each team runs out and making three separate trips brings the potatoes back to the starting line. He may bring them in any order but may bring in only one at a time. When he has brought the last one in, he touches off the second member of the team who returns the potatoes to their places one at a time. The third man picks them up again, etc. The team finishing first wins.

Pull to Stand

Two individuals sit on the floor facing each other with their toes touching and grasping a broomstick between them. The object is to try to pull down on the broomstick and thereby make the opponent come to a standing position.

Push from the Wall

Girls. Draw a line half the distance of your height from the wall and toe the line. Holding one hand behind the back and resting the other against the wall, try to push back to the standing position without losing the balance or moving the feet.

Push Up

Boys. Support the body weight in the front leaning rest position on the hands and toes. The body is extended backward. Bend the arms so that the chest touches the floor and push up to the original position. Do not bend or sag at the hips.

Pyramids

Squash. This is a triangular pyramid. Three performers kneel on hands and knees side by side to form the first layer. The arms and legs should be at right angles to the body. The second layer consists of two performers kneeling on the backs of those on the first layer. The hands should be placed between the shoulder blades of those on the bottom row while the knees should be placed at the middle of the back on the pelvic bone. The third layer steps on the hips of one of the bottom men and climbs up to take his position on the second layer. All performers should hold their heads up. At a signal from one in the group everyone extends his arms forward and his legs backward and the pile squashes.

Fan. Three or five performers stand side by side with the center man in a stride position and the feet of the others as close to the center as possible. The performers grasp each other's wrists and the two on the ends lean to the side until they are supporting their body weight at an angle on their outside hand and foot. If five are used the two on either side of the center man are leaning about half way down to the side.

Rabbit Hop

Crouch on all fours with knees bent. Reach forward with both hands, then jump and pull the feet forward between the hands. Progress forward in this manner.

Rocking Horse

Two students face each other and clasp hands. The first student sits down with the knees bent and the feet flat on the floor, the second student then sits down on the first student's feet and slides his own feet under the other man so that each is sitting on the other person's feet. The first performer now rocks backward and pulls the second one to almost a full standing position. The second performer now sits down and rocks backward, pulling his partner to the standing position. The rocking should continue in a rhythmical fashion.

Rooster Fight

A circle six feet in diameter is drawn on the floor. Two students of approximately the same size stand on the right foot and grasp the left foot behind the back with the right hand. The left arm crosses in back so that the left hand grasps the right elbow. At a given signal each student hops toward the other and attempts to push him out of the circle. The arms must stay in the starting position and the foot may not be lowered to the ground.

Run the Scale

Partners sit back to back with their knees bent, their feet flat on the floor and their heels as close to their hips as possible. Lock elbows and in this position rise to standing.

Run the Scale Game

Partners stand side by side in a double circle facing clockwise in one circle and counterclockwise in the other. At a signal from the teacher both circles move forward in opposite directions. When the whistle is blown the circles break up. Each person has to find his original partner and perform the above stunt. The last couple to get to its feet each time is eliminated.

Seal Slap

Support the body weight on the hands and feet keeping the body straight. The hands are shoulder distance apart and the elbows are straight. Giving a little push with the hands clap the hands together in the air and return them to position without falling.

Shoulder Stand

Starting from the back lying position, lift the legs straight up in the air so that the body is balanced on the shoulders with the feet overhead. The arms are used to brace the body by placing the hands against the hips.

Side Walk

Kneel on all fours and walk sideward with the same hand and foot followed by the other hand and foot.

Sit Up

Lie flat on the floor with the hands at the side. Without lifting the heels from the floor, sit up. To make the stunt more difficult cross the arms on the chest.

Skin the Snake

The performers line up for this stunt one behind the other. Reach down between the legs with the right hand and clasp hands with the man behind who has extended his left hand forward to clasp yours and his right hand backward to the next man, etc. The last man now lies down on the floor as the rest of the line backs up over him. As each person becomes the last person he lies down on the floor and turns his toes in so that they are touching the shoulders of the man in front of him and are out of the way. The hands should remain clasped throughout. When the entire line is down the process is reversed with the last man down being the first one up and the line returning to the standing position by moving forward. A race between several lines can be arranged.

Snail

From the lying position on the back the feet are lifted overhead until they touch the floor behind. The arms should be stretched down at the side during this stunt.

Snake Walk

Lie flat on the floor on the face with the arms at the side. Wiggle forward by moving first one hip and then the other without using the hands.

Spinning Wheel

Squat down with the right leg extended forward and the hands on the floor between the knees. Swing the right leg in a circle to the left putting both hands out and continuing around backward to cut under the left leg upon which the body weight is partially supported. Continue swinging the right leg around and around as fast as possible cutting under the hands and feet. Repeat to the other direction. Try with both feet.

Squat

With the hands on the hips do a deep knee bend. Rise without changing the hands or moving the feet.

Step Hop

Start on the right foot with the left foot off the ground. Step forward on the left foot and then hop on it. Alternate feet as you progress forward.

Stick Wrestle

Opponents stand facing each other and grasp a broom stick with both hands. Each tries to gain possession of the stick by twisting, pushing, or pulling to force the right end of the stick to the floor.

Stiff Leg Bend

Place a wad of paper close to the rear of the left heel. Bend down with the knees straight and grasp the right toes with the right fingers and pick up the paper with the left hand without bending the knees.

Stomach Balance

A, who is larger than B, lies on the mat with his legs bent at the hips so that his feet are at right angles to his body. B places A's feet so that they are on his hip bones with the toes pointing out. A should have his knees bent so that his legs are directly over his chest. B now clasps hands with A and in this position A extends his legs so that B is lying with his back arched on A's feet.

Stooping Stretch

With both heels on a line and the feet a short distance apart reach backward between the legs and mark the floor as far back as possible behind the heels. The chalk should be held in both hands. Return to the standing position without losing the balance and moving the feet or touching the hands to the floor. If it is impossible to reach with both hands reach with either hand alone.

Straddle Pull Up

This stunt is performed in couples. One person lies down on his back while the other stands straddling the lying person at his waist. The person on the floor reaches up and pulls on the clasped hand of the standing person in a regular pull up. As he pulls, the body should be kept in a straight line so that the weight is supported by the hands with the heels touching the ground.

Stump Walk

Kneel on a soft surface and grasp both feet behind the hips with the hands. Arch the back for balance and walk forward on the knees.

Swagger Walk

With the right foot on the floor, reach around behind the right leg with the left leg and place the left foot down ahead of the right. Then do the same with the right leg. The legs should be flexible and should always reach around behind the other leg to take the forward step.

Table

Start from the back lying position. Arch the back and support the body weight on the feet and the head. The knees are bent. If desired the weight may be supported by the arms instead of the head. The back should be kept well arched throughout.

Tangle

Lie face down and bend the knees and cross the legs at the ankle. Reach backward and grasp the left foot with the right hand and vice versa. From this position roll once to the back and pull the feet forward

by bending at the hips so that you can place the feet on the floor and stand. Without letting go of the toes when the standing position is reached uncross the legs by stepping one over the other. Then the hands may be released.

Thigh Stand

A and B stand facing the same direction one behind the other. As A gives B a lift, B mounts to the standing position on A's thigh. A should bend his knees so as to make it possible for B to stand on his thighs. It is more comfortable if the shoes are removed for this. A now supports B by grasping him just above the knees while B arches his back and holds his arms to the side. The position can be reversed by having B face A while doing the same movement. B should be smaller than A.

Through the Stick

Grasp a broom stick with both hands behind the back and with the palms facing forward. Bring the stick overhead retaining the grasp on it. Bring the right foot around the right arm and over the stick between the hands. Still keeping hold of the stick swing the stick overhead and down over the back. Step over the stick with the left foot and stand. Use a squat position to bring the stick over the head and down the back to make it easier.

Tip Up

Place the hands flat on the floor with the fingers pointing forward and the body in a squat position. The elbows press out and against the knees and the upper arms are held close to the sides. Slowly lean forward so that the weight is balanced over the hands with the feet off the floor. Some students prefer bending the elbows out sharply and balancing the knees on the elbows.

Top

Start with both feet on the floor. Jump into the air swinging the arms about and make a full turn landing with the feet facing forward again. Turn both to the right and to the left.

Tug of War

Divide the group evenly both as to number and size. The groups face each other and the two leaders grasp each other at the wrists. The teams are held together by grasping the person ahead around the waist. At the signal each team tries to pull the other team across the starting line.

Turk Stand

With the arms held out to the side, cross the right foot over the left and sit down and stand up again without shifting the feet about or touching the hands to the floor.

Twin Walk

Partners stand back to back with elbows clasped. Walk or race in this position.

Twister

Partners face each other and grasping right hands they bend over until they can touch the floor with the free hand. Number one now lifts her right leg over the clasped hands and stops when her back is toward number two. Number two lifts her left leg over the hands and the partners are now back to back. Number one continues her turn and number two finishes the stunt. The stunt should be repeated several times without stopping and the speed should be increased.

Under the Wand

Place a wand or broomstick in the corner or against something so that it will not slip. Grasp the wand near the top and retaining the grasp twist under it and come to the standing position.

Walk Through the Snow

Start by kneeling on the left knee and place the right foot flat on the floor. Without moving the right foot transfer the weight forward along the right leg so the original position is reversed. Continue walking in this fashion.

Wall Pivot

Stand several feet back from the wall. Walk or run slowly toward the wall and when there place one foot against the wall about two feet from the ground. Pivot so that the free foot is brought over the foot which is against the wall and end facing the direction from which you came. The foot should remain against the wall until the pivot is complete.

Walrus Walk

Keeping the body in a straight line support the body weight on the hands and on the toes. Keep the elbows straight. In this position drag the body forward by using the arms only and letting the legs drag.

Wand Pull Up

Lie on the back with the elbows bent and the hands by the shoulders. A broom stick is held behind the back by both hands. Keeping the hands in this position, sit up.

Wheelbarrow

Arrange the group in couples. The first one stoops over placing the hands on the floor. The second person stands between the legs of the first and grasps the first person's legs at the thighs like the handles of a wheelbarrow. Walk forward slowly.

Wheelbarrow Race

The group is arranged in pairs as above but several pairs race each other.

Wicket Walk

Bend over and touch the ground with both hands while keeping the knees straight. Walk or race in this position.

Wiggle Walk

With the heels together and the toes pointing outward raise the left heel and the right toe and pivot on the feet so that they are now pigeon toed. Reverse by pivoting on the left toe and the right heel to return to the original position. Continue to travel sideways. Try the stunt to both sides.

Wooden Man

One person lies on his back with the other person standing at his neck and facing his feet. Bend forward and clasp both hands together under the neck of the person lying down and raise him to the standing position while he holds the body rigid.

Wrestler Hold Wrestle

Opponents stand in a stride position with right sides next to each other and feet on a line. The right hand reaches around the back of the opponent's neck and with the thumb pointing down, the neck is grasped lightly. The left hand is placed on the opponent's right elbow. By pulling or pushing each tries to make the opponent lose his balance. If one foot is lifted it is counted as a "throw."

Wring the Dishrag

Partners stand facing each other with both hands joined out to the sides. Both partners raise the arm on one side at the same time, i. e., one raises his right while the other raises his left arm and both turn under to end back to back. Continue until back to position. This should be done quickly and smoothly.

Junior Olympics—Track and Field Events

RUNNING—The following distances may be safely run by children:

Grades 1 and 2.....	25 yards
Grade 3.....	30 yards
Grade 4.....	35 yards
Grades 5 and 6.....	50 yards
Grades 7 and 8.....	75 yards

The following signals should be used to start the race: "On your mark," "Get Set," "Go."

JUMPING

Grades 1 and 2—Standing Broad Jump.

Grades 3 and 4—Running Broad Jump.

Grades 5 and 6—Standing or Running Broad Jump, Hop, Step and Jump.

Grades 7 and 8—Broad Jump, Hop, Step and Jump, High Jump.

STANDING BROAD JUMP—The contestant stands toeing the line. He swings his arms back and forth several times and then jumps landing on both feet. The jump is measured from the first break in the jumping pit to the starting line, therefore if the balance is lost in landing the fall should be forward so as not to lose distance. A jumping pit may be made

by digging out a pit about two feet deep on the playground and filling it with sand or sawdust. Place the pit where it will be out of the way of the usual activities.

RUNNING BROAD JUMP—The same pit and starting line are used but the person starts back and takes a run before jumping. A one-footed take off is used.

HIGH JUMPING—Jump standards may be made in the Practical Arts Class. The approach for high jumping is made from the side and the take off is on the foot farthest from the bar. A scissors kick is the easiest to learn. The foot nearest the bar is lifted with the knee straight as the far foot takes its push off. The far foot then follows over the bar with the knee held straight. The contestants should work up gradually and not try for maximum height on the first day of practice. Although broad jumping made be done without the regular pit high jumping should not be attempted without a pit.

HOP, STEP AND JUMP—The coordination should be practiced without trying for distance and without a run at first. Stand on one foot, hop forward on the same foot, step with the opposite foot and jump landing on both feet. Later the run may be added so that it will be hop right, step left, and jump.

TOSSING—An underhand toss is used. Measure where the ball first lands and not where it rolls.

THROWING—A softball or baseball may be used. The boys should use an overhand or side arm throw while the girls who should have their own throwing events may use either of the above or an underhand throw.

ATHLETIC BADGE TESTS

The athletic badge tests for boys and girls provide for competition against standards rather than against individual competitors. They test the development and physical efficiency.

These tests have been prepared by experts of the National Recreation Association, 315 Fourth Avenue, New York, and have been used successfully throughout the country.

Teachers are strongly urged to have their pupils attempt qualification in these events:

ATHLETIC BADGE TEST FOR BOYS

The National Recreation Association has adopted the following standards as a test of athletic ability for boys:

First Test:

- | | | |
|---|--|------------------|
| 1 | { Either | |
| | { Pull-up (chinning) | 4 times |
| | { Or | |
| | { Rope climb (using both hands and legs) | 12 feet |
| 2 | { Standing broad jump | 5 feet, 9 inches |
| 3 | { Either | |
| | { 60-yard dash | 9 seconds |
| | { Or | |
| | { 50-yard dash | 8 seconds |

4	{	Either	
		Baseball throw (accuracy).....	3 strikes out of 6 throws at 40 feet
		Or	
		Baseball throw (distance).....	130 feet

Second Test:

1	{	Either	
		Pull-up (chinning).....	6 times
		Or	
		Rope climb (using both hands and legs).....	16 feet
2	{	Either	
		Standing broad jump.....	6 feet, 6 inches
		Or	
		Running broad jump.....	12 feet
3	{	Either	
		60-yard dash.....	8 seconds
		Or	
		100-yard dash.....	13 2/5 seconds
4	{	Either	
		Baseball throw (accuracy).....	3 strikes out of 5 throws at 45 feet
		Or	
		Baseball throw (distance).....	195 feet

Third Test:

1	{	Either	
		Pull-up (chinning).....	9 times
		Or	
		Rope climb (using hands only).....	16 feet
2	{	Either	
		Running high jump.....	4 feet, 4 inches
		Or	
		Running broad jump.....	14 feet
3	{	Either	
		220-yard run.....	28 seconds
		Or	
		100-yard dash.....	12 3/5 seconds
4	{	Either	
		Baseball throw (accuracy).....	3 strikes out of 5 throws at 50 feet
		Or	
		Baseball throw (distance).....	220 feet
		Or	
		8-pound shot put.....	28 feet

It has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, that the different standard should be limited to these age groups. Accordingly, no age or even weight limit is fixed. Any boy may enter any test at any time.

It is generally agreed among those of the greatest experience in the field of physical education, "that climbing, jumping, running and throwing should be considered the four fundamental activities to be included in any physical efficiency test," and accordingly each of the three tests makes use of four events. Certain options are allowed to make tests adaptable to varied local conditions, and to allow choice of those activities most

interesting to the boys of any locality. To pass a test a boy must qualify in four events, one from each of the four classes, climbing, jumping, running and throwing. All tests must be made without the aid of spiked or cleated shoes of any sort; tennis or gymnasium shoes are allowed.

ATHLETIC BADGE TEST FOR GIRLS

The National Recreation Association has adopted the following as standards which every normal girl ought to be able to attain. **One event** should be selected from each group.

First Test:

1	Balancing (1 deep knee bend).....	24 feet, 2 trials
2	Either	
	Potato race.....	22 seconds
	Or	
	All-up Indian club race.....	30 seconds
3	Or	
	50-yard dash.....	8 seconds
	Either	
	Basketball throw (distance).....	35 feet
4	Or	
	12-inch indoor baseball throw (accuracy).....	2 strikes out of 5
	Target 15 in. x 24 in.	throws at 25 feet
	Either	
4	Volleyball serve.....	2 in 5
	Or	
	Tennis serve.....	3 in 6
	Or	
4	Basketball goal throw (10-foot line).....	2 in 5
	Or	
	12-inch indoor baseball throw and catch.....	3 errors allowed

Second Test:

1	Balancing (book on head; 1 deep knee bend).....	24 feet, 2 trials
2	Either	
	Potato race.....	20 seconds
	Or	
	All-up Indian club race.....	28 seconds
3	Or	
	Run and catch.....	19 seconds
	Or	
	50-yard dash.....	7 3/5 seconds
3	Either	
	Basketball throw (distance).....	45 feet
	Or	
	12-inch indoor baseball throw (accuracy).....	3 strikes out of 6
4	throws at 30 feet	
	Either	
	Volleyball serve.....	3 in 6
	Or	
4	Tennis serve.....	3 in 5
	Or	
	Basketball goal throw (12-foot line).....	3 in 6
	Or	
4	12-inch indoor baseball throw and catch.....	2 errors allowed

Third Test:

1	Balancing (book on head; 3 deep knee bends).....	24 feet, 2 trials
	Either	
2	Potato race.....	18 seconds
	Or	
	Run and catch.....	17 seconds
	Or	
	50-yard dash.....	7 1/5 seconds
	Either	
3	Basketball throw (distance).....	55 feet
	Or	
	12-inch indoor baseball throw (accuracy).....	3 strikes out of 5 throws at 36 feet
	Either	
	Volleyball serve.....	3 in 5
	Or	
4	Tennis serve.....	3 in 4
	Or	
	Basketball goal throw (15-foot line).....	3 in 5
	Or	
	12-inch indoor baseball throw and catch.....	1 error allowed

The events have been chosen as representing those which are best suited for use throughout the country under all sorts of conditions. A test to be carried on only by trained physical directors and for use with a group which has had considerable athletic training might well include many of the athletic activities which have been used for boys. The committee, however, has thought it best to provide tests for general use under all circumstances. These include: first, balancing for poise and muscular coordination; second, running for short distances and introducing where possible the element of skill as well as speed; third, throwing events; and, fourth, events which require ability in the fundamentals of games.

There are no height, weight, or age limits in the Athletic Badge Tests for Girls, but an attempt has been made to provide tests of progressive difficulty. Certain options have been provided to make the tests adaptable to local conditions and to allow a choice of these activities most interesting to the girls in any locality. To win a badge in any test a girl must qualify in one event in each of the four groups in that test.

CHAPTER SIX

POSTURE

The important thing to keep in mind about the teaching of posture in any grade is the integration of this subject with other school subjects. Posture cannot be taught successfully in physical education classes alone, neither can it be taught successfully in only a few activities in physical education. Pupils learn to develop correct posture by being taught the proper form or position for doing things in all academic subjects; i. e., the position of reading, writing, standing, walking, running, resting on a bed, swimming, throwing a ball, etc. Good posture is not something which can be attained by practicing it one hour during the day and forgetting about it the remainder of the day. It is acquired through a continuing and accumulative process from all daily activities.

Good posture is the coordinated use of all the muscular units of the body giving the balance necessary for mobility with ease and poise.

Characteristics of good posture:

1. The individual stands tall.
2. The head is held high and the chin is in.
3. The shoulder blades do not protrude from the back and the chest is held high.
4. The abdomen is held in.
5. The knees are kept straight.
6. The curve of the back is slight.
7. The feet are parallel to each other with the toes pointing directly forward and the weight is on the balls and outer sides of the feet.

Characteristics of bad posture:

1. The individual stands in a slumped position with the body weight distributed on his heels and ankles.
2. The head is held forward with the chin protruding.
3. The curves of the back are too pronounced.
4. The chest is flat and curved in with the shoulder blades protruding prominently.
5. The abdomen is sagged and relaxed.
6. The knees are bent slightly.
7. The body weight falls on the inner sides of the feet causing one to walk with the toes pointing outward. The ankles turn inward with the long arch becoming flat. In many cases such condition of the ankles will cause fallen arches or flat feet which in turn may bring about knock knees.

Selected Posture Lessons

Standing Posture

1. Checking on standing posture—stand with the heels against the wall. The head, heels, and hips should touch the wall but not the shoulder or knees. Step away from the wall and see if you can stand just as straight as before.

2. Exercises to make one grow straight and tall.

- a. Reaching up to touch the sky—stand on tip toes and reach with both arms as if trying to touch the sky.
- b. Crab Walk—sit on the floor with the knees bent, the feet flat on the floor and the hands behind the hips. Raise the hips so that the weight is supported on the hands and feet and the face is up. Walk backward in this manner. This exercise is particularly good for abdominal muscles.
- c. Windmill—hold the arms out to the side horizontally. Make small circles backward with both arms at the same time. Emphasize the backward motion.

Sitting Posture

1. Checking on sitting posture—check height of chairs to see if children's feet touch the floor without undue pressure on the back of the thighs near the knees. If children are too small for the seats small footstools may be used to correct this condition.
2. Exercises to make one grow straight and tall.
 - a. Sitting in the seat place the hands on top of the head. Push up with the head against the hands until as tall as possible.
 - b. Sit in the seat and place the hands behind the neck. The child in the seat behind gently pulls back on the elbows of the child in front of him. Change places so that everyone gets a chance to do the exercise.
 - c. Keeping the back against the seat lean down as far as possible to the right side without moving the back away from the seat. Repeat to the left.

Writing Posture

1. Check on the height of the desk in relation to the size of the student. The child should be able to rest one elbow on the desk without having to raise or lower the shoulder on that side to do so. Adjust the desks if possible to fit the pupil.
2. Exercises to make one grow straight and tall.
 - a. Stretch and yawn as if awakening in the morning. This may be done either sitting or standing.
 - b. Lean forward from the hips and keep the back as straight as when sitting in the seat. Return to sitting position and check to see if the back is still straight.
 - c. Grasp an imaginary broomstick overhead and pull down behind the shoulders and then push up. Keep the back straight all the time.

Walking Posture

1. Check to see if the children stand straight and tall when walking. The head should be back, the shoulders should be easy, the abdomen should be in and nearly flat. The weight should be forward over the toes. The whole impression should be of standing as tall as possible. Have half the children walk around the room while the others pick out the pupils that are the straightest. Repeat with the other half of the students. Give some sort of recognition to children who can stand and sit in good posture.

2. Exercises to make us grow straight and tall.

- a. Stretch the arms overhead—reach up first with the right hand stretching the right side as much as possible, then reach with the left hand. Keep the other arm overhead while reaching.
- b. Raise the arms to shoulder level and out to the side, keeping them in this position twist the trunk first to one side and then to the other. Fling the arms as the trunk is twisted.
- c. Pussy Cat—kneel on hands and knees. Arch the back like a cat does when stretching or when mad.

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For Health...eat some food from each group...every day!



U. S. GOVERNMENT
CHART

**IN ADDITION TO THE BASIC 7...
EAT ANY OTHER FOODS YOU WANT**

PART TWO

HEALTH EDUCATION

CHAPTER ONE

NUTRITION EDUCATION

NUTRITION

To guide children, and through them their families, to an intelligent choice of food which will best supply all the food requirements is one of the greatest contributions the teacher can make to her pupils. Children must be inspired to want to drink milk, to want to eat many different kinds of vegetables and fruits, to want to eat dark bread and whole grain cereals.

Although good nutrition is the product of several factors — proper rest, exercise, fresh air, and food, we most commonly think of *food*, its quality and quantity, as determining good nutrition or malnutrition.

Signs of Good Nutrition Every Teacher Should Encourage in Her Pupils

- | | |
|--|----------------------------------|
| 1. Consistent gaining in weight — height | 9. Sound sleep |
| 2. Good muscle tone | 10. Normal appetite |
| 3. Firm skin | 11. Vitality |
| 4. Red lips, good color | 12. Good teeth |
| 5. Bright sparkling eyes | 13. Regular attendance in school |
| 6. Correct posture | 14. Self control |
| 7. Abundant energy | 15. Resistance and vigor |
| 8. Good disposition | 16. Happiness |

Signs of Malnutrition Every Teacher Should Recognize and Attempt to Correct

- | | |
|---|---|
| 1. Underweight — making no gains in weight over a period of three months or more, or loss of weight | 7. Poor sleep |
| 2. Poor muscle tone | 8. Poor appetite |
| 3. Flabby Skin | 9. Habitual fatigue (Physical and mental) |
| 4. Paleness | 10. Frequent absences |
| 5. Poor posture | 11. Poor progress in school |
| 6. Nervousness, irritability, fretfulness | 12. Tooth defects |
| | 13. Lack of vitality and vigor |
| | 14. Low resistance to disease |

Approach

1. Introduce new ration book. Discuss point rationing.
2. Review description of a healthy child.
3. Discuss what pupils eat and why they eat these foods.

Motivation

1. Keep monthly weight records of children (Compare child's weight with how much he gains or loses over a period of time.)
2. Vision tests. (See Snedden Chart in a following chapter)
3. Physical examination.
4. Study last year's health record.
5. Pupils study of their own performance and achievements in eating balanced meals.

Primary Grades

Important Things to Be Stressed in Nutrition During First Year

1. What is good for breakfast.
2. How to wash our hands.
3. How to set a simple table.
4. Benefits of milk.
5. What is good for lunch.
6. What good food is yellow, red, white (Make a list—illustrate)
7. How to take care of our teeth.
8. Why children should play in the sunshine.
9. Learn and practice good health habits as outlined in the preceding chapter.
10. Carry a handkerchief every day; its use and care.
11. Organize a Clean Plate Club (Pupils who report that they ate everything put on their plates for so many meals.)
12. Learn to be responsible for selves on rainy days.
13. Go to bed early: benefits of sleep.
14. Health Posters and Charts (Bring pictures from magazines, always being careful that they are readable by the child and that he thoroughly understands them.)

The main thing in the first grade is to get good health and nutrition habits started and break any bad habits formed before starting to school. Make children food conscious so they will understand why they eat food and what it does for them.

Textbook References

The American Health Series Book One—Our Good Health

1. Getting up for breakfast—Pages 7-15.
2. Lunch Time—Page 37.
3. Clean White Teeth—Page 52.
4. Growing Up—Page 82.
5. The Market—Page 86.

Nutrition: 7-15, 17-19, 30, 33, 35, 39, 42, 49, 50, 53-56, 64, 68, 82-93, 97, 110, 111, 113, 114.

Important Things to Be Stressed in Nutrition During the Second Year

1. Importance of eating breakfast.
2. Review selection of proper lunch.
3. Good manners and eating habits.
4. Helping at home.
5. Value of fruit juices in the diet.

6. The importance of milk and why children should drink milk.
7. Where drinking water is obtained. Pure water; drinking from own cup, etc.
8. Stress drinking milk and water.
9. Importance of rest. Both day and night.
10. Our ways of obtaining food, where, how (Grocery, bake shop, dairy, etc.)
11. Value of sunshine.
12. Value of proper food in fighting diseases.
13. Discuss colds, use of handkerchief, symptoms of colds, causes, prevention, cure, etc.
14. Discuss where milk comes from, how vegetables grow.
15. Discuss difference between buying foods already prepared and growing foods.

Textbook References

The American Health Series—Healthy and Happy Book II—Wilson, Baker, Abbott-Almack.

Nutrition: 2-12, 16, 17, 22, 28, 34, 37, 38, 41, 44-50, 60-67, 70-73, 75, 79, 81, 99, 110, 111, 113, 123, 124, 126, 128, 130, 131, 135.

Important Things to be Stressed in Nutrition During the Third Year

1. Relationship between power for machines and power for the body through foods we eat and drink.
2. Vegetables and fruits in the diet.
3. Teeth and good health—Help in digestion and chewing of food.
4. Plan menus for one day's food.
5. Colds, prevention and food to protect and help get over a cold.
6. Discuss good manners, rest, sleep, proper play, health habits.
7. Importance of milk.
8. Going to store, proper foods to buy. Avoid too much candy, etc.

Textbook References

The American Health Series—Everyday Health Book III.

Nutrition: 22-24, 27, 33, 38-39, 55-58, 69-71, 73, 79, 82, 94, 96, 99, 100, 102-103, 115, 132, 138, 146-147, 149-150, 153-154.

Suggested Activities for Teaching Nutrition Primary Grades

The teaching of nutrition is such an important subject that it should be made interesting as well as practical, and begun as early as the first year in school.

Problems or Needs

1. To like milk.

Activities

1. Drink milk at school.
2. Make a dairy farm on table or floor.
3. Make custard or any simple milk dish.

II. To eat a hot breakfast.

4. Poster of a large bottle of milk.
5. Cut out pictures of a meal, paste on bottle.
6. Show how important milk is in the diet.
7. Whip cream to make butter.

III. Wise spending of money.

1. Encourage each child to have a hot cereal and milk or cocoa for breakfast.
2. Discuss what the children ate for breakfast.
3. Cook cereal at school. Let children help.
4. Use cardboard models for a good breakfast.

IV. To eat the right quantity of food.

1. What can I buy instead of candy?
2. Exhibit cost of foods such as oranges, apples, bananas, raisins, tangerines, prunes, etc.
3. Use fruits to make a fruit salad.

V. Desirability of health.

1. Does your breakfast fit you?
2. Discuss weight and height.
3. Make individual weight charts. Keep for a month.

VI. Elimination of waste.

1. Keep pets. Learn to feed them. What should they eat?
2. Discuss signs of health and effect of right kind of food.
3. Make a health train using egg cartons. Put wheels on cartons. Have each carton represent a car on a train—a vegetable car, a milk car, a fruit car, etc.

VII. To like vegetables.

1. Explain necessity of elimination of waste each day. Talk about correct toilet habits, washing hands, etc.
1. Visit a large vegetable garden or market.
2. Raise vegetables in a school garden.
3. Serve vegetables to class.
4. Make vegetable dolls, each part a vegetable commonly used in children's diets.
5. Vegetable Honor Roll. Poster with names of children listed at side. Sheet ruled in columns. Paste a picture of a vegetable

- at the top of each column. Star each day for each vegetable that has been eaten. Child is likely to urge his mother to have different vegetables.
6. Planting vegetable garden. Use cut-outs.
 7. Model vegetables from clay and paint.
- VIII. Learn to know what comprises a good breakfast, lunch, and dinner.
1. Use pictures of foods. Children place on trays the menu for breakfast, lunch and dinner.
 2. Make attractive menu cards showing well balanced meals.
- IX. Learn how to buy wisely at grocery stores.
1. Visit grocery stores with a teacher to buy supplies for cooking a simple dish.
 2. Make a play grocery store. Children visit store with market basket to buy foods.
- X. Need of rest and sleep.
1. Discussion. How I feel when I wake up after a long sleep. Why children sleep longer than adults.
 2. Poster. "Seven O'Clockers Parade." Star or checkmark when child goes to bed on time.
- XI. Eating plenty of fruit.
1. Play going to the Fruit Garden. I found an apple in the garden. It is red. Each child names a fruit and describes it.
 2. Soak prunes, then use them in a fruit salad, with whole wheat bread and butter sandwiches.
 3. Make carrot-raisin sandwiches.
- XII. Learn to prepare simple dishes.
- | | |
|-------------------|----------------|
| 1. Vegetable soup | 4. Custard |
| 2. Apple Sauce | 5. Junket |
| 3. Jello | 6. Fruit Salad |
- XIII. Manners while eating.
1. Parties. Choice of foods as well as courtesy, table manners, use of napkin, etc. Some things to remember:
 - Cheerful conversation.
 - Chewing with lips closed.
 - Small bites.
 - Thoughtfulness of others shown by passing food, saying "Thank you," "Please," etc.

XIV. School-home cooperation.

1. Inform the parents of the work the school is doing in nutrition. Letters written by the children and teachers can give this information. Hold group or grade meetings or have individual conferences with parents.

Intermediate Grades

Important Things to Be Stressed in Nutrition During the Fourth Year

1. Review good Health Habits, good eating habits, all nutrition practices taught up to this time.
2. Plan balanced menus, make posters of complete meals. Prepare a booklet of menus for a week, showing foods which you like that are good for you.
3. Purpose of good food in the diet. The value of fruits, milk, and green vegetables.
4. Rules for avoiding colds and suggested foods to prevent them.
5. Make a poster giving the names of good foods for health. Include the names or pictures of lettuce, cabbage, spinach, milk, butter, cheese, eggs, whole grain cereals and many fruits.
6. Have each member of the class keep a private list of the foods he eats for a week or two and compare the list with the poster to see if he is eating the right foods.
7. Compare weight now and six months or a year ago.
8. List foods that may be had in the country—in city.
9. How to keep food and water free from disease germs.
10. Learn the story of milk and how it is taken care of and its value in the diet.
11. Study relationship between growing plants and what they provide.
12. Study the foods of different peoples, their relationship to their way of life, climate and living conditions.
13. Prepare menus using the names of foods of Indians and people of foreign lands.
14. Discuss food habits you should change in order to improve your health. Are there any new ones you should form?

Textbook References

Health and Growth Series—Keeping Healthy.

Nutrition: Pages 31-38, 43-49, 55-61, 64-81, 159-174, 201-204, 319, 324.

Consult other health books for supplementary readings.

Important Things to be Stressed in Nutrition During the Fifth Year

1. By this time pupils should begin to recognize food as belonging to different classes, such as proteins, starches, sugars, fats, minerals and vitamins.
2. Should be able to keep a list of the foods eaten at every meal for a week. Have you had proteins? Starches, sugars and fats? Minerals, vitamins?

3. Report cases of people you know who have queer food habits or who eat harmful food. Are they in good health? Are they good natured? Is their skin clear and of good color? Have they grown normally?
4. Post on the bulletin board a list of foods you would order for breakfast, lunch, or dinner at a good restaurant.
5. Plan menus for a friend who is:
 - a. Not growing, pale and thin.
 - b. Has a bad cold.
 - c. Ill, in hospital.
 - d. Working in office.
6. How much money would you need with which to buy food for a family of four for one week? A girl 10, boy of 12, their father, and their mother? What kind of food would you buy? How much of each kind of food?
7. Make a list of foods you need to help you grow and keep well. Make a list of the foods you like.
8. Emphasize by a talk: Alcohol and Tobacco: Their Effects on Growth, Speed and Strength.
9. Notice the kinds of work done by men and women whom you know. What is needed in the way of health and nutrition in order to hold such jobs?
10. Help children plan their shopping from menus brought from home.
11. Make a study of the milk used in your home. Where does it come from? Has it been pasteurized? Does it spoil quickly? How is it kept clean?
12. Study the water supply used in your home. In your school. Where does it come from? Is it clear and fresh? Does it have any odor? Does it have any unusual taste? Is it safe from germs?
13. Keep stressing good health habits, good manners.

Textbook References

Consult any good health book containing material on nutrition. Use as supplementary material in science class or in special Health and Nutrition period.

Important Things to Be Stressed in Nutrition During the Sixth Year

1. Should review nutrition factors taught up to this time by series of tests or games to renew interest and find out how much information about nutrition has been carried over from previous years.
2. What do plants take from the air and soil to make foods? What is needed to help plants make food?
3. Why is food needed for growth? What do foods do besides help children grow?
4. What minerals are needed by the body? What foods supply these minerals?
5. What vitamins are needed for growth and health? What are some important protective foods? List them.
6. Visit fruit and vegetable market and make a list of all the foods you see. Underline those which are protective foods.

7. Make a chart showing foods which supply calcium and phosphorous. Make a similar chart showing foods rich in Vitamin A, Thiamin, Riboflavin, Niacin, Vitamin C, and Vitamin D.
8. Write a story telling where the foods you eat come from.
9. Keep a list of protective foods you eat during an entire week.
10. Study the digestion of food.
11. How can digestion be helped?
12. Why is it dangerous to eat food or take medicine to make the bowels move when you have a pain in the abdomen? What should you do?
13. Make a list of raw foods which you like. Make a list of foods which you like best when they are cooked.
14. Look at pictures showing people eating, noticing particularly whether they look cheerful and the surroundings look attractive.
15. For one week keep a list of the foods you eat which help to prevent tooth decay. What do you do other than eat protective foods to keep your teeth healthy?
16. What should a person consider in deciding whether to drink water, milk, fruit juices, tea, coffee or carbonated beverages?
17. Compare food of other times and methods of preparation with foods of today. (Frozen, dehydrated, etc.)

Textbook References

Pathways in Science—Our Earth and Its Story.

Nutrition—Food: 407-414.

Consult any good health book containing material on nutrition. Use as supplementary material in science class or in special Health and Nutrition period.

Suggestive Activities for Teaching Nutrition Intermediate Grades

Problems or Needs

- I. To teach the child the required daily foods.
- II. What are well-balanced meals?

Activities

1. For the teacher: Refer to signs of malnutrition (Page 111).
2. Use individual score sheets for each pupil.
3. Have each print lists on squared paper.
1. Have menus from magazines brought and discussed.
2. Plan menus.
3. Make a collection of wartime recipes for scrap book.
4. Make booklets of good menus written and illustrated.
5. Exhibits of a well balanced breakfast, lunch, etc., using new wartime recipes.
6. Plan a lunch.

7. Teach children the correct way to set a table. An attractive table stimulates the appetite.
8. Plan refreshments for a party, such as Christmas, Easter, Valentine, etc.
9. Have a grocery store in the room, where children can shop for foods for a meal.
10. Make a cafeteria, using drawings or pictures of foods with prices. Have the children buy their meals.
11. Use individual charts for writing menus or keeping records of meals.
12. Plays.
 - a. "Friends from Healthland"—Grade Teacher, Mar. '41.
 - b. "Good Breakfasts" — Maltex Company.
 - c. "Tim Learns to be Healthy"—Grade Teacher, Jan. '41.
 - d. Original plays as a check-up on teaching.
13. Drawings.
 - a. Slogans.
 - b. Stick figures using foods for the heads. These might include good manners in eating and cleanliness in handling food.
 - c. Friezes, Lunches on Parade, etc.
14. Actual preparation of food.
15. Exchange of menus and recipes
16. Consult parents as to dislikes of children. Maybe one or two of these foods can be prepared and eaten in school.
17. Check eating habits of children over a period of two or three weeks by having them keep a personal nutrition record in their scrap book.

III. To know what foods do for us.

1. Posters—make the following:
 - a. "Food for Good Teeth"
 - b. "Food for Strength"
 - c. "Foods for Beauty"
 - d. Original titles

2. Plays.
 - a. "Visiting Vitamins" — Maltex Company.
 - b. "Eating for Defense" — Maltex Company.
3. Debate or discussion as a radio broadcast between Mr. Milk, the Vegetable King, the Cereal Clowns, etc., as to why he is the most important.
4. Discuss muscle building foods. Study pictures of children playing and name muscles used.
5. Charts with pictures of foods under headings as "Foods for Teeth," "Foods for Growing," etc.
 - (a) An exhibit of actual foods could be arranged in this way.
6. Make a health train on black-board.
 - a. The Engine—for exercise
 - (1) What foods are used for energy and hard exercise?
 - b. Tender—fuel foods.
 - c. Cars that make up the train.
 - (1) Body builders
 - (2) Protective foods
 - (3) Regulative foods
 - (4) Cleanliness car
 - (5) Rest car
 - (6) Car for proper serving and cooking.
7. Visits to stores to choose meals.
 - (a) Discussion of labels and prices.
8. Parent-Teacher exhibits and programs.

IV. To create a liking for Milk.

1. Know why milk is necessary. (Pamphlet, "Bureau of Milk Publicity," Albany, is good.)
2. Preparation of cocoa from 3 types of milk, powdered, canned, fresh.
3. Bring lists and recipes of favorite milk dishes. (Good lunch dishes, desserts.)

4. Make milk figures in the shape of a milk bottle. Have arms and legs added. Illustrate benefits of milk, i. e.
 - a. For growth; b. For teeth and bones; c. Good appetite, etc.
 5. Visit a dairy to study care of milk and products from it.
- V. To encourage children to eat whole grain cereals and bread. To teach nutritive value of whole grain cereals and bread.
1. Discuss composition of whole grains (Contain bran, endosperm, and embryo.)
 - a. Make diagram of grain, labeling its three parts.
 - b. Point out nutritive value of each part.
 1. Bran supplies minerals.
 2. Endosperm supplies protein.
 3. Germ supplies Vitamin B and starch.
 2. Study effects of minerals, protein, and Vitamin B, on general health.
 3. Activities.
 - a. Bring pictures of whole grain cereals and breads.
 - b. Have children bring samples of uncooked whole grain cereals and dry cereals. (Discuss milling processes.)
 - c. Samples also of various kinds of whole grain breads, muffins, etc.
 - d. Serve whole wheat bread sandwiches (instead of jelly beans) for the Easter party.
 - e. Have children make original drawings showing action figures of children.
 - f. Original poems.
 - g. Observe lunches brought by children to see how many have profited by all this teaching.
 - h. Occasionally check daily menus.
- VI. Are the children in my grade eating the proper breakfasts? Are children coming to school without breakfasts?
1. Have conference with each child about the kind of breakfast he is eating.
 2. In a case of a child coming to school without breakfast, have a

conference with the homemaker or person responsible for the child. It may be necessary to secure cooperation of school doctor and nurse.

3. Children should be taught:
 - a. Breakfast is a very important meal.
 - b. Girls and boys who eat a well balanced breakfast make greater improvement and have better attendance than girls and boys who do not eat a good breakfast.
 - c. A good breakfast includes:
Fruit or fruit juice
Cereal (Preferably cooked)
Toast (Whole wheat or enriched bread) with butter
Glass of milk or a hot drink made with milk
If possible, have eggs 3 or 4 times a week.
Bacon occasionally. Jelly occasionally.
4.
 - a. Make list of fruits, including raw, stewed, or baked, also fruit juices.
 - b. List cereals. (Ask mother to have raisins, dates or prunes cooked in cereal for a change.)
 - c. Make up balanced breakfast menus.
 - d. Make charts, using colored advertisements of foods included in these menus.
 - e. Make Good Health Booklets. (Use several pages for breakfast menus.)
 - f. Write pledge cards. (I will try to eat cooked cereal at least 3 mornings a week.)
1. Keep list of meals for one week. (Personal diary followed by individual conferences.)
2. Exhibit a proper breakfast, dinner, and supper.
3. Posters (Drawings).

VII. More adequate meals (Breakfasts, dinners, suppers.)

4. Individual conferences (Nervous children.)
5. "A Better Lunch Drive" (Keep a weekly or monthly record)
6. Cafeteria game. Place pictures of food on table. Have children choose a breakfast, dinner, or supper.
7. Discussion. What are the daily food requirements?
8. Nutrition lessons for the under-nourished giving lessons to be taken home.
9. Keep a weight chart in graph form.
10. Plan suitable meals.—a. With biggest meal at noon. b. With biggest meal at end of day.
11. List ten foods that promote growth, build and repair the body. (Proteins)
12. List ten foods that protect and regulate the body — (Minerals and Vitamins.)

VIII. Why foods spoil.

1. Study of various molds, yeasts and bacteria which cause foods to spoil.
2. Ways to prevent spoilage of fruits, vegetables and milk.
3. Experiments showing growth of mold on bread left uncovered — then covered.

Reference: See Pathways in Science, Book IV, page 407.

IX. Regular sleeping hours.

1. Keep a general health chart.
2. Chart or record "Better Sleep Week."
3. Problems for discussion:
 - a. What happens during sleep?
 - b. How much sleep do we need?
4. Correlation. English. Write a paragraph on the "Value of Sleep."

X. Fewer Colds.

1. Keep a general health chart.
2. Exhibit of various foods to take the place of too much candy.
3. What foods prevent colds? List them. Cross off as you learn to like them in your diet.

4. Plays.
5. Correlation.
 Gym. Proper care of yourself after exercising.
 English. Why is rest necessary to prevent colds? Debate.
 Resolved: There should be more outdoor play in winter.

XI. Better care of teeth.

6. Posters.
1. Cooperation of the dental hygienist. The reward of the "Card of Gold."
2. Discussion. Why teeth are of great value.
 (1) Eating (3) Appearance
 (2) Talking (4) Good Health
3. Keep a daily record of care of teeth for a week or longer. Use it to see if you are brushing teeth often enough.
4. Make a list of the foods that build good teeth. Cross each one off as you learn to like it and add it to your diet.
5. Toothbrush drill in school.
6. Give reports on visit to dentist.
7. Make drawings in health notebook of things that make teeth strong and healthy.
8. Make a list of hard things that might injure the teeth, if care is not taken in eating them.
9. Invite local dentist to examine teeth and give tooth health talk using plaster models to illustrate.

Advanced Grades

Growth and Development Expected in the Seventh and Eighth Grades

In later school years children can be told, and will understand to some extent, why they must eat certain foods and why they are good for them. In the advanced grades, children can understand and learn the foods containing vitamins, proteins, carbohydrates and minerals. They can also keep records of foods for several weeks. These pupils should be able to prepare menus for meals. Then have their mothers prepare them at home. Boys are interested in being strong and able to participate in athletic games. Foods that build muscle and harden bones can be stressed in their classes. Girls are interested in well-proportioned bodies, sound teeth, clean complexion and clear attractive eyes. They, more so than

boys, will be interested in foods that improve and insure these factors. Boys and girls must know why certain foods should be eaten and this should be explained in detail for them.

This nutrition program can be the lead in cooking classes. Meals can be prepared starting with planning and cooking simple breakfast and leading up to family dinners, party refreshments and picnics. This interest is easily aroused in girls of advanced elementary grades, junior high and high school ages.

Intended Aim

To enable boys and girls of the seventh and eighth grades, through scientific study, to understand the meaning of a balanced diet, so that they may carry this knowledge into their homes.

Approaches

1. Discuss War Ration Books and the food problem of the nation in general.
2. Discuss farm labor and the draft.
3. Discuss some timely picture or advertisement concerning food values. These may be found in any current household magazine.
4. Discuss lend-lease as related to the food we have to eat.

Outcomes

1. A greater interest in health and physical development.
2. Ability to plan balanced meals and to find the cost of foods.
3. A knowledge of food needs for each day.
4. The children and parents working together for a better home nutrition program.
5. An increased knowledge of what foods do for us.

Suggested Activities for Teaching Nutrition Advanced Grades

Problems or Needs

- I. What should we know about fruits?

Activities

1. What fruits are citrus fruits? Where are they produced? How are they shipped?
2. Discuss prices and grades of fruit.
3. Which fruits can be substituted for orange juice?
4. Value of canned and dried fruits.
5. Compare prices of dried and canned fruits with fresh fruits.
6. Value of tomato juice.
7. Ways of preparing dried fruits. Bring to class empty boxes that contained dried fruits.

8. Study prices and weights of canned juices to find most economical way of buying them.
9. Bring advertisements to class and discuss the values and the most economical way of buying fruits.
10. Ways of preparing fruits. Exchange recipes. Ways fruits can be combined, such as dried prunes and apricots cooked together.

II. What should we know about vegetables?

1. List the vegetables you know. Check the ones you eat occasionally, double check the ones you eat frequently.
2. Show by posters the value of green leafy vegetables, yellow vegetables, etc.
3. Compare prices of fresh, canned, and frozen vegetables, e. g. spinach, corn.
4. Prepare vegetable soup, creamed, buttered; or scalloped vegetable plate or salad, etc.
5. What types of vegetables should we eat daily according to the nutritional yardstick?
6. Bring labels from canned vegetables to class. Compare information given. Compare grades and prices.

III. What should we know about eggs?

1. List the reasons why the nutritional yardstick calls for an egg a day (or at least 3 or 4 a week).
2. Compare prices of eggs according to Grade A, B, C.
3. Which grade of egg would we buy for eating? Which for cooking? Why? How can we care for eggs to keep them good?
4. Test eggs for freshness, (floating). Examine shells carefully. A dull rough surface indicates freshness.
5. Prepare egg dishes.
6. Write a report on why and how eggs are frozen or dried and how they are then used.

IV. What should we know about meat, poultry and fish?

1. List the reasons why one serving or more of meat, poultry, or fish should be included in our daily diet.
2. Visit a meat market and see how meat is cut up. Find out which are the tender and tough parts and why. Which are the cheap and expensive cuts and why?
3. Cook a tough cut of meat properly—it is just as nutritious as an expensive one.
4. Find out how to judge whether poultry is young, tender — and whether fish are fresh.
5. Compare prices of fresh, frozen, canned meats, poultry, or fish.

V. What should we know about milk?

1. Why is it necessary for children to have a quart of milk per day and adults a pint?
2. Make a poster or chart showing how milk may be used in the diet besides drinking it plain.
3. Report on how milk is evaporated, dried and pasteurized.
4. Compare prices on evaporated, dried, and fresh milk.
5. Find out just how to use evaporated or dried milk if the recipe calls for fresh milk.

VI. What should we know about cereals and bread.

1. Why does the nutritional yardstick call for at least two servings of whole grain products daily?
2. Compare white, enriched, and whole-grain bread as to nutritive value and cost.
3. Bring bread wrappers to class and compare as to the information given on each.
4. Visit a bakery.
5. Bring empty cereal boxes to class (cooked and uncooked).
6. Cook and serve a cereal.

VII. What should we know about fats?

1. Why do we include fats in our balanced diets?
2. Write a paper on how butter is made.
3. Compare prices of tub and print

butter. Which is the better buy?

4. List good substitutes for butter. How should substitutes be judged as to whether or not they are satisfactory?
5. List fats commonly found in our diets besides butter.

VIII. What should we know about sweets?

1. Why do "hikers" like to carry candy on their trips?
2. Discuss when candy should be eaten.
3. Prepare "healthful sweets" (ground dried fruit rolled in coconut, sugar or powdered corn flakes.)
4. Write and give a playlet showing how to select candy, when to eat it, and the effects of too much candy.
5. List substitutes for sugar.
6. Exchange recipes for sweets using substitutes.
7. Ask the school doctor or school nurse to describe the dangers of a too generous use of sweets.

IX. A more direct contact with all children, especially undernourished children.

1. Have each teacher in the advanced grades responsible for one or more undernourished children for supervision and advice.
2. Keep health charts and weight charts.
3. Get advice of doctor and nurse.
4. Teacher make home calls.
 - a. Discuss food
 - b. Discuss sleep
 - c. Discuss exercise
 - d. Work child has to do at home
 - e. Food charts and menus could be sent home.
5. Food booklets and other material could be sent home.
6. The physical education teacher, doctor, and nurse should have a list of these children and observe them carefully as they come in contact with them.

X. To teach the selection and preparation of foods which can be carried in school lunch.

1. Plan and exhibit an adequate lunch which could be carried in a paper bag.

XI. Vitamins in the diet.

2. Plan and exhibit an adequate lunch which could be carried in a lunch box.
3. Make a booklet on "School Lunches" which includes many menus — also recipes for sandwich fillings, cookies, cake, etc.
1. Give 5 important facts about Vitamins. (Ex. promotes growth, etc.)
2. Make a complete list of foods containing Vitamin A, B, C, and D.
3. Make a list of the food you ate yesterday. Check to see which vitamins were omitted.
4. Tell how foods should be cooked to avoid loss of vitamins.
5. Have a Vitamin food exhibit.
6. Plan the meals for a week for your family, checking vitamins.
7. Plan a balanced school lunch checking vitamins.
8. Write and produce plays on the importance of vitamins.

Integrated Activities

History:

1. Look up how the lack of nutritional elements interfered with explorations and influenced outcomes of wars.
2. In the 18th Century the British Navy made it compulsory for the sailors to receive fruit juices as a protection against disease. Why? What diseases?

Literature:

1. Stories in which the deficiency of fresh fruit and vegetables caused disease. Ex. "Two Years Before the Mast."
2. Little America (Different kinds of food taken on this expedition. Why?)

Health:

1. Study the effects of diet (balanced and unbalanced) on the development of the body.
2. Study the effects of the diets (balanced and unbalanced) on mental and emotional conditions.

Science:

1. Experiment with plants and rats showing effects of balanced and unbalanced diets.

Geography:

1. Location of places where different foods are raised.
2. Dependence of the people of the earth upon each other for food.

Mathematics:

1. Make weight charts and graphs.
2. Figure out costs per serving of cooked and uncooked cereals.
3. Take your weekly market order and figure cost per person, per week, per day, per meal, etc.
4. Study labels on cans of fruit and vegetables by observing the weights, to find the most economical ways of buying.
5. Keep account of a week's supply of foods.
6. Study sales slips.
7. Study the lists of sales in the newspaper. Find how much could be saved in buying quantities of food.
8. Compare the prices and weights of dried and fresh fruits.

EXTENDING NUTRITION EDUCATION— THE SCHOOL LUNCH

The School Lunch is fast becoming a definite part of the school program. Since recent findings of nutrition surveys reveal that one-eighth to one-fifth of our school children are undernourished, the schools have been doing something about it. They are making possible to an increasing number of children well planned, well prepared, and well served mid-day lunches at school. In many instances this is the only adequate meal the child has during the day. When one considers that a child has 1,440 school lunch days throughout the elementary grades, the possibilities of the School Lunch Program are many in improving health, and establishing good health habits.

The first objective of the School Lunch is to give the child a nourishing meal. How this is accomplished will vary from methods used in the large cafeterias to those used in a one-room school. In all instances the space available, the equipment on hand, and methods of furnishing food and labor are the factors that will determine the type of lunch which can be served.

With no cooking equipment, the simplest program could be had by supplementing the lunch brought from home with milk and a raw vegetable or fruit. Here would be offered many possibilities to the alert teacher for integrating activities of other subjects.

In this real (not make-believe) activity, the children would practice several health habits: *cleanliness* by washing hands, by cleaning desk before eating; *care of food*—milk kept covered and stored in cool dark place, also fruits and vegetables washed and stored to keep fresh; *table manners*—setting a cover or place on the desk, quiet and orderliness at the lunch hour, how to handle and eat food expertly and graciously. Eating the proper foods learned in health or science is here a real activity. *Social Studies*—aim to teach children appreciation of others and

how to live together. In this simple lunch program children can share responsibilities and take turns in arranging for the lunch time serving, and in clearing up afterwards, in helping younger members who might have difficulties, and in planning with the teacher what vegetable or fruit to have, where it could be secured and how. *Arithmetic* comes into use to figure amounts and costs of food, and in weight and height check if these are possible. In *language class*, short verses of grace can be composed and written to be said or sung at the noon hour.

Where a complete lunch can be served, better nourishment is immediately secured and more numerous teaching opportunities are offered. *Health* instruction can soon become health habits. Where the child sees others willingly practice habits of personal, room, and food cleanliness, he imitates and acquires such habits for himself. Children accustomed to extremely unhealthful diets will learn by seeing other children eating and enjoying good food combinations. Curiosity results in imitation and eventually the habit of eating proper foods is formed.

Knowledge of what food does for the body, the kinds of foods one should eat every day, how to plan menus, make proper food selections, and how to prepare these foods are all *science* lessons that come to life in the School Lunch.

Many activities involving *arithmetic* are possible. Some of these are recording and checking weight and height charts, computing gains by pounds and inches, figuring percentages of the individual's gain by month and school year and comparison in results of those participating and those not, in the School Lunch. Weekly market orders can be made out after considering list of foods needed and probably costs of such food. During shopping, actual handling of money and making change will be done. Tickets or money given for purchase of the lunch can be checked or handled by pupils. Computing points of ration books gives drill work and a desire to know how to get the most food value for one's money. Figuring the cost of food per pupil by the day, week, and year will teach the importance of economy and thrift in buying foods, not to buy foods out of season nor foods of low nutritive value, nor more food than can be readily used. Economy in food preparation means saving and serving all of food value possible.

Reading classes could use as pertinent materials newspapers and periodicals to learn what foods are currently available if there is new rationing information, and to find new recipes and food combinations.

Practical Arts has always furnished real activities. Many of these may be made to center around the School Lunch room. Simple tables and benches for the lunch room could be built, painted and decorated by the upper grade children. Others could construct table or desk mats of oil-cloth, flour or feed sacks, or gay cotton yard goods. Correct table setting and attractive centerpiece arrangements will add immeasurably to the pleasant atmosphere for all who eat at the School Lunch, and enhance the self confidence and pleasure of those who did the work. (See Handbook for Teachers of Practical Arts, page 80). The room could be made more attractive by simple curtains or draperies and possibly chair covers

constructed by sewing classes. Selection and use of color harmonies as well as skill in construction would be involved. For further decoration of the room, food charts and pictures could be made and hung. Menu and price lists should be attractive, well made and well hung. Food preparation and serving afford many opportunities for development of skill in cooking, management of time, and knowledge of proper serving procedures.

Lessons in *Social Studies* can have an immediate expression in the School Lunch where there is ample opportunity to practice the principles of democracy. Here is a situation where responsibilities of several kinds and numbers are waiting to be filled. Student committees can be organized and serve in rotation with supervision. Their duties could be:

1. Plan menus
2. Obtain food and store properly.
3. Prepare or assist in food preparation.
4. Set tables, serve, clear up.
5. Wash dishes, clean kitchen.
6. Keep accounts, check incomes and expenditures.
7. Act as host and hostess.

Committee work would provide real experience not only in doing the assigned duty, but excellent lessons in working together. Leadership would develop and cooperation learned between committee members would be valuable experience for later day responsibilities of citizenship. Rotation of committee duties would furnish additional work and social experiences. In the larger schools where it is possible, the intermingling of pupils from various grades gives the younger members the advantage of associating and knowing older pupils by whom they are often influenced, and increase the sense of responsibilities of the older pupils as they appreciate that they are examples to the younger ones.

A form of *student government* may be practiced in the lunch room, resulting in better individual social behavior. The ideal lunch room should not be policed. The children should be able to enter the room quietly, take their places in an orderly fashion, wait until all at one table are ready to be seated and to start. Grace may be said or sung, children taking turns. Reasonably good table manners can be cultivated, and still keep lunch time a pleasant time. Children should learn to handle food, knife, fork, and spoon with ease, to take bites of moderate size, to talk only when the mouth is empty and when no one else is talking, to ask for things in an agreeable manner, and not to make derogatory remarks or faces about the food.

Supervision of the teacher may be needed at first. Gradually, with pupils acting as host and hostess, the teacher should be able to leave them and join other teachers at a table set apart. Here, however, the food should be the same as at the children's tables. Bear in mind always—example is more forceful than direct teaching. Everyone, pupils and teachers, should look forward to a happy, pleasant lunch time when good food is well prepared and attractively served in an atmosphere of relaxation and general well-being.

If opportunities offered in the School Lunch are integrated with classroom instruction, there will develop in the child:

1. A conviction that good nutrition is important.
2. A knowledge of the daily adequate diet.
3. Ability to plan good food combinations in simple menus.
4. A liking for new foods.
5. Good health habits.
6. Better social habits.

These may be brought about by many of the following activities:

Primary

1. Wash hands before eating
2. Go quietly to the table
3. Wait until all are ready to be seated
4. Sing or say grace
5. Eat all the food on the plate
6. Help to set the table
7. Help in removing dishes
8. Proper care of food before and after serving
9. Make place mats for desk or table
10. Make tickets for lunch room

Intermediate

1. Plan some of the lunch menus
2. Compute costs of food and ration points
3. Assist in care of foods
 - a. Check foods as they arrive at school
 - b. Sort and store foods in proper places
4. Help in preparation of foods
5. Cooperate in serving
6. Help in clearing up
7. Selection of proper food if cafeteria service
8. Paint table, benches or chairs
9. Assist in keeping weight and height records.
10. Experience in operating school lunch.

Advanced

1. Act as cashier or manager
2. Plan menus for the week
3. Assist in shopping
4. Act as host and hostess
5. Construct simple lunch room furniture
6. Decorate furniture
7. Make curtains or draperies
8. Select or make pictures and posters for decorating lunch room
9. Exhibit proper foods to eat
10. Help younger pupils get most out of school lunch.

The effect on children of a good meal served in clean dishes at an attractively set table and eaten without noise and disorder is important

and a part of the physical health program of the school. Not only do children grow, gain in weight and learn their lessons as never before, but the table manners they acquire spread all over the rest of their school day a quieting influence toward good behavior. The lessons they learn during the lunch hour rank in equal value with anything that can be taught out of books.

As valuable as the School Lunch is to the pupil, it is also a real opportunity for parent education and home-school cooperation. The fact that the school considers it important to serve lunch to the children, convinces the parent there must be something to this "nutrition business." Copies of menus to be served each week may be taken home so the mother can see to it that her children receive the total food they should have each day. There could be P. T. A. programs devoted to the School Lunch. Here would be an excellent chance to get across points on the daily adequate diet for infant, child, adult. The mother would learn about the nutritional needs of her family and ways of meeting them. Individual conferences of mother and teacher could be planned where are discussed menus for children, eating problems of children, inexpensive sources of needed food and proper methods of cooking foods to conserve all food nutrients. Related questions may come up at these conferences that will afford the teacher more opportunity to give information on and emphasize other factors beside food in good nutrition.

Government and commercial leaflets about food could be carried home by children or distributed at the P. T. A. meetings. Parents visiting the School Lunch room could be informed of nutrition by the pictures, posters, or wall charts. If on this visit they noticed need for additional equipment and supplies, plans might result in parent and community cooperation to secure this equipment. A visit at the lunch hour, as a guest observer, gives the parent an excellent opportunity to compare his child's skill in eating and his table manners with other children. The parent may be surprised to see how well his child performs many of the activities discussed above. The child can carry over many of these same activities into the home thereby contributing his share in the family's planning, operation, and management of home duties. Everywhere the Home Front is being stressed. School and home, teacher and parent working together can fortify this.

One of the needs may be additional foods that could be grown. The teacher's contribution would be schoolroom lessons on food requirements, necessity for growing many of these foods, information on soil and simple garden techniques. (See Page 110).

The above has dealt only with the teacher's opportunities in classroom instruction and ways of enlisting parents' cooperation to further the Health and Physical Fitness Program.

For help in starting or additional help in operating a School Lunch, it would be well to consult your local director or supervisor of School Lunch. The State Department of Education has available a manual "The Hot Lunch At School." Although published in 1938, it still offers serviceable and pertinent information. The U. S. Office of Education has written

an excellent leaflet "Food Time—A Good Time at School" for sale by the Superintendent of Documents, U. S. Government Printing, Washington, D. C. (price 5c) which answers briefly many questions about the School Lunch and lists a few sources of further help.

THE SCHOOL GARDEN

School and Home Victory Gardens

Since Victory gardens are very vital to our people during war time, this unit may be made adaptable to children of all grade levels. Many magazines, newspapers and government bulletins are now featuring splendid articles on how, when, and where to plant a victory garden. The children in town especially should be made to realize the urgent need of planning a vegetable garden this year. By providing civilians and soldiers with food, they may be trained to become better citizens of tomorrow. Thus by actual planting, the children learn the practical art of gardening.

Unit—The Victory Garden

For: Primary Grades

Time: March, April and May

Approach:

The method of approach was to explain our need to raise more foods. The children were very much interested, and as they had heard so much about Victory Gardens, they wished to plan their own gardens. Nearly all the children's parents were planning some kind of garden, so the children would get to do some of the actual work in the home garden. Therefore, we included exercise and fresh air as one of our objectives.

Objectives:

1. To teach the children what foods to eat.
2. To teach the value of fresh air, exercise and outdoor life.
3. To teach children how plants grow—and the value of set tasks and persistent effort in carrying through a garden project.

Discussion:

1. What foods should we eat?
2. How many of them can we raise?
3. Read to the children the article in the March 1943 issue of Better Homes and Gardens entitled, "Grow the Big Three": Tomatoes, Beans and Carrots. Discuss.
4. Children get parents interested in planning a garden.
5. Location of garden.
6. What to do first.
7. Kind of tools needed.
8. Care of tools.
9. Seeds.
10. Temperature.

11. Watering.
12. Cultivating.
13. Fertilizing.
14. Pests and Plant Diseases.

Reading:

1. Stories about Henry—by Tippet—World Book Company
2. Sight reading—Adventures in Science
3. Health Series—Book One
4. Directions for planting as given on seed packages.
5. Experience Reading Charts — These experiences are put on the blackboard as children relate them. The sentences are later copied on news print with speed ball pen and ink.
6. Yes and No check on discussions (For seat work.)
7. Fruit and Vegetable Charts. From colored construction paper 12" by 18" fruit and vegetables are cut. On each are written with speed ball and India ink, a story of that particular fruit or vegetable.
8. Original rhymes about fruit and vegetables are written by children.

Arithmetic:

1. Count the number of rows in your garden.
2. Measure length of seed boxes. How many rows can we plant if we put rows one inch apart?
3. If vegetables are to be planted April 15, how many days will it be until we can plant them? Count the days on the calendar.
4. If it takes these vegetables 60 days to ripen, count on the calendar when we can have vegetables to eat.
5. If it takes $\frac{1}{2}$ package of seed for one person, how much will you need to plant for your family?
6. Use rulers to make charts. Count number of spaces needed.

Writing:

1. Children copy vegetable and fruit rhymes from the board for booklets.
2. Write menus, each including tomatoes or a citrus fruit, and a leafy vegetable.
3. Write names of common insect pests.
4. Make charts for vegetable garden.

Other Activities:

1. Make covers for original rhymes from colored construction paper. These may be cut in shapes of vegetables or fruits.
2. Plant cabbage, tomatoes and broccoli in flower boxes and care for.
3. Children draw pictures which sentences suggest. For example—Mary helped make the lettuce bed.
4. The Garden Play—in Every Day Friends by J. L. Hahn. Dramatize other garden stories.
5. Make Fresh Air and Exercise posters. Children use own ideas.

Music:

1. The Seed Baby, or other selections.
2. Original words to the tune of The Farmer in the Dell.
3. Two Gardens, Listen and Sing.
4. Garden Songs, Sing a Song.

Summary:

1. Visiting day for parents—Have reading charts, booklets, menus, garden plans, drawings and plants on display. Children to be in charge of the exhibit and program. Read the charts and rhymes to parents, discuss work they have done, sing garden songs and have garden play.

Unit—The Victory Garden

For: Intermediate and Advanced Grades

(May be adapted to all grades)

TIME: MARCH, APRIL AND MAY

INTRODUCTION:

As an introduction to this unit on Victory Gardens, each pupil was given a Victory Garden Seed Catalogue. Before we started this unit, we had been studying vegetables, menu planning to include the vegetables we should eat. So when the catalogues were given to the children their interest was immediately aroused. We looked through the catalogues. At once the children began to ask questions: What were they for? What could they do with them? What to tell their parents? It was explained to the children that they could take the seed catalogues home and with their parents' help, they could actually order seeds for their garden.

AIMS:

1. To arouse the children's interest so that they would want to plant a garden.
2. To plant some seeds at school, later to take the plants home.

CARRYING ON THE UNIT

1. Have each pupil write letter inviting a parent to school.
2. Meeting of teachers, parents and pupils to discuss School and Home Gardens.
3. Provisions made to order seeds for all who want them.
4. While the parents were visiting we all discussed the need of a Victory Garden at this time.

II. Ordering the Seeds.

After the visit of the parents the children were given a week to bring to school their orders. When they were collected they were put into one big envelope ready for mailing. The children helped with this. The money order was secured and the orders mailed.

III. How to Plan and Plant the Vegetable Garden.

1. Now we made a chart to show what, when, how much, how deep. The chart was like the following. Teacher and pupils filled in blanks. Consult any good seed catalogue or write Extension

Division, West Virginia University at Morgantown or the Extension Division, West Virginia State College, at Institute.

- The chart on the following page is intended as an activity for the class or group. Study details carefully by consulting good authority on planting and fill in according to your locality. Add more variety or change as may seem desirable, remembering that we should grow many different vegetables for good health.

Better Health Through Victory Gardens

Vegetables	Seed for 100 ft. Row	Inches Between Rows	Inches Between Plants After Thinning	Depth to Cover	Days to Mature From Seed	Planting Dates
Early Cabbage						
Kale						
Leaf Lettuce						
Spinach						
Turnips						
Beets						
Carrots						
Snap Bush Beans						
Snap Pole Beans						
Broccoli						
Swiss Chard						
Tomatoes						
Chinese Cabbage						

3. We chose these vegetables because they are best for a small garden. They produce more for the space or are more nutritious or surer to grow or less bothered by pests or can be canned or dried or stored for winter. Most can be dried or stored—important because canning materials are short.

IV. Planting the Seeds at School.

1. Children made a list of these seeds—broccoli, brussels sprouts, cabbage, peppers and tomatoes. Because these seeds are sown early in seed flats indoors and transplanted out, the chart or table shows the time for transplanting.
2. They chose the ones they wanted to plant at school, these are suggestive.
3. They brought their own seed flats—cheese boxes, oatmeal boxes, quart ice cream containers, etc. They had their own soil in the boxes. If not, the teacher filled them.
4. Then each child planted his seeds.
5. Each child was responsible for taking care of his own plants—watering them, etc., until time to take them home.

V. Correlating the work with Arithmetic, Reading, Language, Spelling, Writing and Practical Arts.

1. *Arithmetic*

- a. Measuring 100 ft., 24 inches, 35 inches, etc. To do this we used foot rulers and a yardstick and measured the floors, walls, and blackboards. This was a good way to teach the meaning of 100.
- b. To find out how much $\frac{1}{4}$ oz., $1\frac{1}{2}$ lbs., etc., were we took small packages to the school scales and weighed them. We weighed 1 lb. of sand and divided it into small parts to learn $\frac{1}{4}$ oz., $\frac{3}{4}$ lb., $\frac{1}{2}$ lb., etc.

2. *Reading*

- a. To correlate reading we read stories about vegetables in our Health Books found in our library.
- b. We looked through all our books in the library and when we found a book with a story about vegetables it was put on the reading table, and during our reading for pleasure period the children read these stories.

3. *Language*

- a. We wrote a letter of invitation to the mothers.
- b. We wrote sentences using our list of new words such as: kale, broccoli, Chinese cabbage, etc.

4. *Spelling*

- a. We learned to spell the names of the months of the planting dates—April, May, June and July, and we used these words in sentences.
- b. A list of the names of the vegetables were put on the blackboard and the children learned to spell as many of them as they could. We made a game of it and if they could spell five new ones a week, they received a flag seal.

5. *Writing*

Neatness, spacing, correct form, height of letters, and all the good rules of writing were stressed when the children were writing their new word lists, letters and stories. These activities took the place of their regular writing period while they were writing on this unit.

6. *Practical Arts*

- a. We made a model vegetable garden in the sand table.
- b. We made posters and painted slogans on them. These posters are most effective printed on white cardboard decorated with red and blue scotch tape, size 9 by 11 or 11 by 14 inches. The printing was black.

GENERAL ACTIVITIES

1. Plan a garden for a family of three.
2. Plan a garden for a family of four.
3. Plan a garden for a family of five.
4. Learn about the enemies of our gardens. What to do in all cases.
5. Make a chart showing number of canned produce each class member will bring from home next year to exchange for school lunches.
6. Fill in chart on page 141 as a classroom activity.

Our Family's Food Conservation Plan

KIND OF FOOD	Amount Needed for One Person	Amount Needed by Our Family	Amounts We Actually Conserved
TO BE CANNED			
Tomatoes and tomato juice	25 to 30 qts.	..... qts.	..... qts.
Leafy green, and yellow vegetables	20 quarts	.....qts.	.....qts.
Other vegetables	8 quarts	.....qts.	..... qts.
Fruits—as large a variety as possible	30 quarts	.....qts.	..... qts.
Fruit juices	5 quarts	.....qts.	.....qts.
Meats—pork, beef, poultry	10 quarts	.....qts.	.....qts.
Jellies, jams, and preserves	4 quarts	.....qts.	..... qts.
Pickles and relishes	5 quarts	.....qts.	..... qts.
TO BE DRIED			
Vegetables—peas, lima beans, snap beans, corn, soybeans	2 gallons	.....gals.	..... gals.
Fruits—peaches, apples, etc.	1 gallon	.....gals.	..... gals.
TO BE BRINED			
Cabbage	5 qts. kraut	..... qts.	..... qts.
TO BE STORED			
Potatoes (white and sweet)	2 to 3 bus.	.....bus.	..... bus.
Cabbage	8 to 10 heads	.....heads	..... heads
Carrots, parsnips, turnips, beets, squash, onions, etc.	1½ bushels	.....bus.	..... bus.
Dry shelled beans	10 pounds	.....lbs.	..... lbs.
Fruits (apples, pears)	2 bushels	.....bus.	..... bus.
Sorghum, honey, maple syrup	4 to 5 gallons	.....gals.	.....gals.
Eggs (in water glass)	3 dozen	.....doz.	..... doz.
Butter (packed in salt)	4 pounds	.....lbs.	..... lbs.

Note: If equipment for canning is not available, increase the amounts of dried, brined, and stored foods. Early spring and late fall gardens will help reduce the amounts to be canned or stored.

Since "Victory Gardens" are so very vital to the people during war time, this unit may be made adaptable to children at all grade levels.

Outcomes:

1. Knowledge of food values of vegetables.
2. Appreciation of work of those who supply our foods.
3. Increases vocabulary: vegetables, broccoli, kale, cabbage, lettuce, spinach, turnips, beets, carrots, Swiss chard, tomatoes, snap bush beans, pole beans.
4. In assisting the government to supply food to both civilians and soldiers the children may be trained to become better citizens of tomorrow.
5. By actual planting, the children learn the practical art of gardening.

CHAPTER TWO

ESTABLISHING DESIRABLE HEALTH HABITS

Health habits are the true test of health training in school and in the homes of the community. With all the knowledge teachers can bring to children about health, there is in reality no health program in the school except as it functions in the way children live individually and help others to live for good health.

In this chapter, the material is presented mainly as an outline of things schools say they are doing and recommend doing to establish desirable health habits and get them so fixed in the lives of children that they will normally observe them through life under all conditions so far as possible. The teacher and the parent play a major part both by example and by patient and insistent care. If exceptions are easily permitted, the chances are small of forming fixed habits.

HEALTH HABITS EVERY CHILD SHOULD PRACTICE AT SCHOOL AND AT HOME

1. Keep hands and face clean. This prevents carrying and spreading germs.
2. Sit, stand and walk correctly. (See Part I, Chapter 6, Posture).
3. Use handkerchief to cover coughs and sneezes when necessary.
4. Go to the toilet regularly.
5. Wash hands after going to the toilet, after playing and before eating.
6. Remove overcoats, overshoes and other outdoor clothing while in school and in the house.
7. Report to the teacher or to mother any sore throat, headache, skin eruption, or other disorders.
8. Hold the book correctly to get the best light.
9. Rest at regular periods.
10. Eat three good meals daily.
11. Do not take severe exercise after meals.
12. Eat all the food served or brought for school lunch.
13. Sit down while eating. Eat slowly; do not take a drink with food in mouth or cram food in mouth.
14. Eat variety of vegetables, fruits, meat, beans or meat substitutes daily. Eggs often.
15. Drink at least one glass of milk every meal.
16. Eat candy only after meals.
17. Keep fingers, pencils and other objects away from mouth.
18. Each child have individual drinking cup, if fountain is not available.
19. Brush the teeth twice daily.
20. Take a full bath at least twice a week, having a complete change of clean clothing.
21. Wash the hair often enough to keep it clean. Hair may be safely washed at least once in two weeks.
22. Drink plenty of water every day, at least six glasses.

23. Take time to have a daily bowel movement.
24. Play out of doors at least part of every day.
25. Early to bed. Get from eight to twelve hours sleep.

Health Habits (Questions) for Parents to Use
(The school will place these with the homes)

1. Do I prepare the right food for my child and give him at least a pint of milk daily?
2. Do I see that my child is clean when he goes to school: Clean body, clean clothes, clean hands, clean teeth?
3. Do I see that my child has a bath twice a week?
4. Do I dress my child properly?
5. Do I see that my child goes to the toilet regularly?
6. Do I have defects corrected when notified by the health doctor or nurse?
7. Do I keep careful check on my child's weight and height?
8. Do I have regular health and dental examinations for my child?
9. Do I have the home water supply tested at least twice a year?
10. Do I have my child inoculated for typhoid fever?
11. Do I see that he removes all daytime clothing before going to bed and hangs it up?
12. Do I see that my child gets plenty of sleep and fresh air at night?
13. Does he have the proper bed clothing and a flat pillow or none at all?
14. Is there a cheerful home atmosphere?
15. Do I take the proper care and prevention of contagious diseases?

**PROCEDURES AND DEVICES FOUND HELPFUL IN
MAINTAINING DESIRED DAILY HEALTH PRACTICES**

A. General Procedures for All Grades

1. Have a daily inspection by the teacher.
2. Introduce and discuss one health chore at a time.
3. Set up definite health chores that must be done each day.
4. Keep a record of a child's health habits.
5. Present visual aids whenever possible.
6. Good Health Clubs; Fruit Clubs; Good Teeth Clubs—all are helpful.
7. Conversations concerning good and bad health habits which should be watched for.
8. Place health slogans on the blackboard; e. g., "When you are thirsty, try 'water-ade'."
9. Dramatizations—written by the children or obtained from other sources.
10. Provide hooks or racks for each child's wraps; also two spring clothes pins, one to clip his gloves to his coat, the other to fasten his overshoes together.
11. Original friezes, poster work, and pictures to show different health rules and habits studied.
12. Songs and jingles.
13. Original stories, poems, and slogans.

14. Bulletin boards and sand tables.
15. Demonstrations on how to clean nails, comb hair, brush teeth.
16. Plant small gardens. (See Part II, Chapter 1).
17. Have a child lead the class in exercises, games, etc.
18. Make use of "library books" containing health stories as oral reading programs.
19. Booklets on the home and the school in health.
20. Cleanup campaign in room and school yard at least once a week.
21. Responsibility chart. Each child has one particular task for a period of at least a week.

B. General Procedures for All Grades as a Part of Home Life

1. Cleanliness
2. Helping at home habits
3. Habits of eating
4. Going to bed habits
5. Practice being pleasant and happy.
6. For parents

"Dear Parent:

"School is your child's first job—and it is a big job for the small boy and girl. New surroundings, new ideas, new companions and new responsibilities. They need to be fit for it! Adjustments to school life are made easily and smoothly if a **regular** routine of health rules is observed and becomes fixed health habits. Irregularity in daily routine causes discomfort and makes a child ill at ease.

Along with the usual care you give to clothing, books and food, we list the following as equally essential to your child's well being and progress in school: (Send above list marked "Health Habits (questions) for Parents to Use.")

7. Later the following questionnaire may be sent to the parents:
 1. Have you found this work difficult?
 2. Have your children carried out the rules as far as possible?
 3. Do you think the effort worth the results?
 4. Any comments or criticisms you offer will be appreciated.

C. Specific Devices on Group Levels

Primary Grades

1. Health Land Train. Make construction paper engine and coaches. Coaches have five windows; in each window, which can be opened or closed, place a picture which will resemble the children in the class. If all the health rules are obeyed, the window is left open for the day. If any of the rules have been forgotten, the window remains closed until the next morning.
2. Mother Goose Health Shoe. Have a large shoe cut out of cardboard or oak tag. Have as many as there are children. Have each child's name written underneath his window and a picture to represent himself pasted in it. Cut a door in the toe of the

shoe and paste a picture to represent the teacher there. The teacher is the "old woman" and the pupils are her children. Close the window when a child fails to keep his health rules.

3. A most effective decoration in the room is an immense "Sun-burst" which covers a large bulletin board or wall space. Sun rays are cut out of paper by children and colored the six primary colors. Between rays of sun are placed the words, Health, Health, Health or other suitable health habits or slogans.
4. Good health march with singing of health jingles for those who pass inspection.
5. A good health store.
6. Give some small recognition for doing health chores. Suggestions—wearing arm bands, large colored stars, or a Good Health crown.
7. Have one child who may be called "Brownie Good Health" help check for those who forget about outdoor footwear, care of wet clothing, and proper care of coats and sweaters. "Brownie Good Health" must be a child who keeps all his health rules each day. A different child may be chosen each week.
8. The children who do all their health rules each morning may go to "Health Land."

If they have done the following:

1. Washed
2. Brushed their teeth
3. Combed their hair
4. Brought a clean handkerchief
5. Drunk their milk
6. Shined their shoes, or have them clean.

They may sing songs and march about the room.

9. Seasonal rewards which are effective:
September and October—Make a large tree—children who have obeyed the health rules paste a leaf on the tree each day.
November—Make individual health charts—keep the record each day—white balls for perfect records—black balls for the imperfect ones.
December—Trim Christmas trees. Give each child a large green tree. Each day he does the health rules he places a silver ball on the tree. The children who have perfect records may have a silver star on the top of the tree.
January—Make a large snowman on cardboard. Paste snowballs on the snowman for each day's perfect record.
February—Make large cherry tree on the board. Draw a cherry on the tree for each perfect record.
March and April—Make a spring picture on the sand table. Start with a house. Add flowers, stones for a walk, a fence and trees. Children who have perfect health records add one thing to the picture—daily. (The children can make flowers, fence, etc., for seat work.)
May—Make large May pole. Add crepe paper ribbons and rabbits for each perfect health record.

10. Songs for health:

Tune of: **Jingle Bells**

"We drink milk, we drink milk
Drink it every day,
Coffee isn't any good, take it all away.
We drink milk, we drink milk
Drink it every day
At our school, keep the rule,
Start this very day."

Tune of: **Sing a Song of Sixpence**

"Sing a song of toothpaste
Morning, Noon and Night
Twenty healthy little teeth
Strong and shining bright
Every day I brush them
To keep them nice and clean
Aren't they a set of pearls
Fit for any queen."

Tune of: **Yankee Doodle Dandy**

We brush our teeth both morn and night
We keep them fine and dandy
We brush our clothes, our hair, our shoes
Oh! we are spic and spandy.
We are Yankee Doodle folks
We are spic and spandy
We are sons and daughters true
Of Yankee Doodle Dandy.

A few health verses that young children enjoy are:

"Jack Sprat was strong and fat
For he drank milk and cream
Ate vegetables and lots of bread
And left his plate quite clean.

"We obey the health fairies
We do what they say
We come to school neat and clean
Day after day.

"We are the friends of Sanitary Sam
We come to school all spic and span
We wash our face and comb our hair
We brush our teeth, with greatest care,
Just see our hankie, clean and bright,
Now isn't this a pretty sight."

Mary had a little cold, which started in her head,
But she was very careful and did not let it spread,
She sneezed into her handkerchief, she coughed into it too,
She breathed fresh air into her lungs, she knew **just** what to do.
So Mary stopped the little cold, which started in her head,
And no one caught it from her nor had to go to bed.

Intermediate Grades

1. A large six point star is cut from cardboard. An important health habit (or habits) to emphasize is printed on each point; for example, clean hands, nails, clothes, teeth brushed, hair combed, clean clothes, handkerchief, or any others. The star is

placed in the room in such a way that it can be turned. Each morning a different child is asked to turn the star. The health habit on which the star stops is the one to be checked. Each row is checked. The score for each individual child is recorded on a large sheet of cardboard. If each child in the row has a perfect score a star is given that row. The row or rows having the most points, is allowed to display a "Good Health" banner in front of the room, nearest the group.

2. Make cardboard pigs for each child. One side of the pig is black; the other white. To each pig is tied a string which is used to fasten it to the wire or bulletin board. After the fingernail inspection each morning, the child turns either the white side or the black side out according to the condition of his nails.
3. Have the pupil in the back seat of each row act as street inspector. At the close of school in the afternoon and any time during the day announce "inspection time," the children stand and the inspectors come down the aisle with a card having the names of each pupil in his row. The inspectors consider the tidiness of each person's desk and surrounding floor and mark the card by putting letters after the name of any child according to the following key:

"T"—top of desk is untidy.

"D"—inside of the desk is untidy.

"F"—floor surrounding the child is untidy.

A child may earn three points by keeping the top and inside of his desk and the floor around him tidy. He loses one point for each initial placed after his name.

4. Sponsor radio programs in room, have guests from other rooms on program; "quiz" programs.
5. Grocery Store (Made by children)
 1. Offers correlation in all subjects and teaches the following habits:
 - a. Cleanliness of storekeeper and store.
 - b. Children bring in empty boxes and other articles to sell in the store.
 - c. Children learn right foods for breakfast, lunch and dinner. Might be sent to the store to purchase a good breakfast or lunch, buying foods that make strong teeth, muscles, etc.
 - d. Buy foods for lunch at home.
 - e. Buy food for a child who carries his lunch to school.
 - f. This is always a workable unit, and a profitable and happy experience for children. A trip to the grocer in the community stimulates interest.
6. Cafeteria
Foods (cardboard stand-ups) of all types may be purchased from the Chicago Dairy Council for a small fee, or children may cut foods from magazines for the cafeteria.

This is another practical unit as it includes all subjects as well as health. Children may make trays from cardboard boxes (deco-

rated) and choose their own meals, it may be carried further in having children go to tables or desks and eat their meal with good table manners. (See Teachers Handbook in Practical Arts, page 51).

7. Dress clothes pins as dolls to represent favorite vegetables.
8. Pupils make posture test or silhouettes of each other to check on posture. Shadow shows with children using sheet and artificial light, presenting good and bad postures.
9. Posture week, best postures judges, some recognition. See Chapter 1, Conditioning Exercises for each Friday.
10. Study customs pertaining to sleep and rest in other countries and compare to our country.
11. Draw a map of the "Sea of Sleep." Show such things as tea and coffee, movies, and tobacco as pirates that disturb sleep.
12. Choose a monitor to check each child for the following before he is seated.
 - a. All outdoor wraps, overshoes, galoshes or boots have been removed.
 - b. All coats, sweaters, caps, and hats have been hung up neatly and all footwear has been placed in an orderly manner.
 - c. Report to the teacher any child who does not comply with these regulations.
13. Special privileges may be used as awards for those who faithfully practice the desired habits.
14. Have contests by rooms or rows with a banner or some such device for a reward.
15. Suggestions of songs and poems:

Punctuation People

Frances Gorman Risser

Some people are like question marks,
With shoulders stooped and round;
They stumble lazily about,
Their eyes upon the ground.
But others, with the shoulders squared,
Their heads held proudly high,
Are like straight exclamation points,
Proclaiming: "Here am I!"

Table Manners

"We never grumble, pout, or whine,
When we're invited out to dine.

We say 'thank you,' and 'if you please';
We do not jingle forks, or tease.

We don't tell tales on Sue or Sam;
We're careful not to spill the jam.

Our manners may be extra fine
When we're invited out to dine.

But daily manners are the test,
And 'school' should have our very best."

My Health House

I am building my health house day by day,
As I eat and sleep and work and play.
My food is the lumber that I use,
And the best materials I must choose,
 (Such as milk and vegetables, fruit and eggs)
While fresh air furnishes nails and pegs;
And sleep, the carpenter, takes them all
To silently fashion each room and hall.

If I build aright, when I'm grown
I shall have a house I'm proud to own.
No need for breakdowns and repairs,
For good material wears and wears.
So I'm building my Health House day by day
As I eat and sleep and work and play.
Some build for Happiness, some for Wealth
But I'll find both in my House of Health.
—RispaH Goff Howell.

The Sea of Health

(Tune: "Sailing, Sailing")

Come on and join our Health Crusade
And it will make you bright and gay.
Our chores are made so please obey
And do them each one every day.
For when you sail upon the Sea of Health
You must know how to take care of yourself.
Then here's to our Health Club and all that belong to it.
Now I hope that you are on the Sea of Health.

Sailing, sailing over the Sea of Health,
For Good Health is very dear and
Brings you lots of cheer.
Fresh Air, Fresh Air, get plenty of good fresh air.
Ten hours sleep and milk and eggs
Should be your daily fare.

A Health Round

(Tune: "Row, Row, Row Your Boat")

Clean, clean, clean your teeth,
 Clean them twice a day
Thoroughly, thoroughly, thoroughly, thoroughly,
 That's the only way.

Upper Grades

1. Children make out their menus for three weeks. Study and discuss these with the view of planning more healthful meals.
2. Obtain and study pamphlets and booklets on meat and other foods.
3. Study, learn to spell, and draw all kinds of vegetables, fruits, and cereals and the importance of each in our diet.
4. Use seed catalogs to make fruit and vegetable booklets.
5. Use daily newspapers to find prices of fruits, vegetables, cereals and meats. Figure the costs of meals, Learn whether these foods were sold by the dozens, pounds, quarts, or bushels.

6. Draw pictures of animals which supply meat for us. Study how much and how often meat should be eaten; why it should be eaten.
7. Have County Health or School Nurse discuss Establishing Desirable Health Habits with the pupils.
8. Children bring to school and exhibit canned fruits and vegetables, also raw fruits and vegetables.
9. Make cook books from good recipes.
10. Make health booklets illustrating the health rules.
11. Write and dramatize plays and stories.
12. Make movies for lower grades.
13. Radio programs.
14. Cartoons.
15. Chalk drawings.

PREVENTIVE HEALTH PRACTICES WITHIN CONTROL OF THE SCHOOL

Regulation of Light, Heat and Ventilation

1. Light

The responsibility of proper use of light in the classroom rests with the teacher. She should see that the light is properly diffused to suit the needs of her pupils. See that light comes from proper direction in order to avoid a glare or reflection. Light should come from back and left side of room. Adjust blinds to proper place.

2. Heat

The classroom should be kept at a temperature of 68°. If there is a heating system in the building, this can be done by carefully watching the thermometer. In rural schools where a Burnside stove is the only means of heating the room, it is more difficult to maintain an even temperature all over the room. The teacher again has the responsibility of finding means of regulating the temperature.

3. Ventilation

Ventilation is having plenty of fresh air in the classroom to permit breathing and cool air to keep the body at the right temperature.

To provide proper ventilation we must see that this is noted:

- a. Air in motion.
- b. Incoming fresh air and outgoing air.
- c. Carefully control temperature to suit activity of pupils.
- d. Normal room temperature should be 68° F.
- e. If the school cannot afford a glass ventilator, very good ones can be made from plywood.

Personal Hygiene

Personal hygiene includes all various means available to impress upon the child the importance and necessity of personal cleanliness and hygienic daily living.

Check daily on the practice of health rules, such as—

1. Keep the body clean by taking frequent soap and water baths.
2. Wash hands always before eating and after using toilet.
3. Keep hands and any unclean articles away from the mouth, nose, eyes and ears.
4. Avoid use of common eating, drinking or toilet articles.
5. Use your own handkerchief, towel, hairbrush, toothbrush, and drinking cup.
6. Always use handkerchief to cover mouth when coughing or sneezing.

Preparation for Lunch

1. Have books all put away.
2. Pass out towels and have children wash.
3. Have children stand for grace.
4. Use at least *twenty minutes for lunch*. If a child finishes eating, he must stay in his seat until the time is up. This prevents "wolfing" lunch and rushing out to play.
5. See that children are polite.
6. Make the twenty minutes pleasant. Observe the "20-minutes for lunch" whether hot lunch is served or just home lunch.

Use of Coats, Sweaters, and Footwear

- I. Duties and responsibilities of the teacher.
 1. Check the temperature of the room before pupils enter.
 2. Permit children to wear sweaters or coats only until the temperature of the room registers 68° F.
 3. Make provisions for pupils who are improperly clothed.
 4. Provide punishment or reward as the case may be for pupils deserving of same.
 5. Explain frequently to the class the harmful effects of wearing outdoor garments in the school room or at home indoors.

School Sanitation

It is useless to ask a child to wash unless a suitable place is provided; so the duty of the school is to provide a suitable place for washing.

Other duties of the school:

1. Provide healthful school conditions through sanitation of building.
2. Provide materials which cannot transmit diseases, such as:
 - a. Paper towels
 - b. Fountains or paper drinking cups.
3. Playgrounds without hazards such as protruding rocks.

What the pupil can do:

1. Follow instructions carefully in regard to coughing or sneezing with mouth covered.
2. Report to teacher if he feels ill.
3. Obey all health laws.
4. Observe signs of health disturbances in fellow classmates and report them.

Measures to Reduce Common Colds and Other Communicable Diseases

- I. The school has several types of duties under a positive disease control program—
 1. Educational duties including the development of habits and attitudes which lead to these results:
 - a. The child will protect other members of his group.
 - b. The child will protect himself.
 2. Protective duties:
 - a. Observe the principle of using only individual objects for individual pupils—towels, soap, napkin, pencil, etc.
 1. Avoid borrowing and lending pencils, books and other property.
 2. Arrange clay for modeling in individual portions, and only enough for the day's work should be supplied.
 3. Permit no pets in the school building. This may conflict with some established primary teaching practices.
 4. Maintain a healthful mental and emotional atmosphere in the school room.

All plans for the control of communicable diseases are based on knowledge of:

- a. Incubation period of the disease.
- b. Method of transmission.
- c. Degree of protection possible in a given school.

Therefore, effective plans for the control of communicable diseases in the school must include:

1. Means of knowing what particular children in any classroom or group are likely to take the disease if exposed. Also what children are immune from the disease, either through natural causes or immunity by serum or vaccine.
2. A method of discovering sick or ailing children in the earliest possible stages of illness and excluding them from the room. (See "Screen Tests" in another chapter.)

After excluding the child from the room take the following procedure in the case:

1. Examine the child more carefully elsewhere—(sick room or principal's office.)
2. Get a definite decision from a qualified and authorized person, if possible. (Doctor or nurse.)
3. Notify parents.
4. Notify health authorities, if not already familiar with case.
5. Make sure that the child will receive skilled medical treatment, even if relief department must be called.
6. Inform parents as to when the child may return, if without medical care and advice.

When a child is first admitted to the school, regardless of grade, it is the duty of the teacher to make a chart which will be kept in the school room along with other records of the pupil showing—

- a. What contagious diseases the pupil has had.
 - b. What artificial immunities the child has acquired.
 - c. How recently he has acquired these immunities, if at all.
- How to discover health disorders in children. (Also discussed in

Chapter 3).

I. Morning health inspection for the following:

1. Unusual paleness or flushing of face.
2. Running nose or sneezing.
3. Red or inflamed eyes.
4. Inflamed throat.
5. New cough.
6. Swollen glands.
7. Fever.
8. Earache or ear discharges.
9. Faintness.
10. Nausea.
11. Vomiting.
12. Chills.

PREVAILING WEAKNESSES IN SCHOOL HEALTH-HABIT PROGRAM THAT NEED SPECIAL ATTENTION

For Primary, Intermediate, and Advanced Grades

1. No hot water systems.
2. Questionable water supply.
3. Improper heat, ventilation and light.
4. Lack of locker space.
5. Lack of space for physical education during winter days.
6. Unsanitary toilets.
7. No soap or towels in toilet.
8. Failure to participate in physical play.
9. Improper seats.
10. Lack of emotional and social training.
11. Failure to get results on physical and personal hygiene.
12. Failure to correct physical defects.
13. Flies and other insects.
14. Teacher's example of good grooming.
15. No sick leave for teachers.
16. No place provided for ill children.
17. Failure to stress proper quarantine period.
18. No first aid equipment in some schools, although rapidly being acquired.
19. Failure to provide texts and supplementary material for all grades.
20. Overcrowded conditions and lack of free floor space.
21. Failure to have adequate support to improve home conditions.
22. Failure of school to provide sound physical activity and supervised play.
23. Failure to make health education practical and inspiring.

24. Failure of boards of education to make sufficient allotment for paint, cleaning materials, seats, and repairs.
25. School lunch rooms unscreened, especially in smaller schools, thus permitting flies to swarm and contaminate children's food at lunch hour. Nearby toilets may be open to flies.

PRACTICES WHICH MIGHT BE USED TO CORRECT THESE WEAKNESSES

1. Adequate mouth hygiene
 - a. Teeth checked by teacher—
 1. Every child with a toothbrush.
 2. Check on daily cleaning.
 - b. Encourage pupils to visit the dentist.
 - c. Mouth washes—
 1. Teach pupils need and value.
 2. Name several kinds.
 - d. Toothbrush drills—
 1. Need for gum massage.
 2. Correct methods to brush teeth.
2. Definite system to check health habits
 - a. Parent cooperation.
 - b. School
 1. Daily check on good and bad health habits—
 - a. Teach lesson in "Health Honesty" for better results.
 2. Daily health inspection by teacher.
 3. Room health-habit conscious.
 - a. Pupil and teacher carry out daily observance.
 - c. Upper grades tend to be weaker
 1. Health rules need to be revised to meet higher level.
 2. Social life importance correlated.
 3. Pupil—self check list.
 4. Use textbooks and supplementary material.
3. Well-balanced meals
 - a. Make a difference between health facts and a knowledge of adequate nutrition.
 - b. The position of the school
 1. Plan sample meals.
 2. Stress eating breakfast.
 3. Plan daily food checklists (may be in connection with daily health-habit list).
 4. Hot lunch if possible.
 5. Teacher recognize malnutrition symptoms (see page 111).
 - c. The home and malnutrition (see chapter 1).
 1. Pupil knowledge influence carried home.
 2. Checklists used at home.
 3. Sample menus carried home by pupils.
 4. Parent cooperation in regard to hygienic habits of the child.

4. Adequate water supply
 - a. The source should be safe—tested once a year.
 - b. Fountains kept clean and disinfected.
 - c. Eliminate the common drinking cup.
 - d. Provide fountains on the playgrounds, if possible.
5. Healthier home conditions
 - a. Home visit by teacher to understand conditions.
 - b. P. T. A. meetings.
 1. Home visits to encourage attendance.
 2. Best medical advice available given to parents.
 - c. Stress healthier home conditions in health.
 1. Plan home projects.
6. Access to county health nurse and doctor
 - a. Annual health examinations of all pupils where facilities permit.
 1. A pre-school examination has been rather widely adopted.
 - a. Takes place in spring or summer.
 - b. Parents should attend. This tends to focus attention on children's needs.
 - b. Follow up service for the correction of remedial defects discovered in the health examination.
 1. School nurse visit homes.
 2. Letters to parents.
 3. Cooperation between all health-contributing agencies.
 4. A lack of balance in all groups concerned results in a lack of correction.
 - c. Control of communicable disease by cooperating in the daily health inspection of pupils for signs of health disturbances.
 - d. Promote immunization.
 - e. Direction of special services for handicapped children.
 - f. Cooperation in maintenance of sanitary school plant.
 - g. Cooperation in the health education program.
7. Sound physical activity and supervised play
 - a. Provide activities which are natural, spontaneous, and joyous in a suitable environment.
 - b. The important phase of health teaching regarding play activities is to make sure that all the children actually take part daily.
 1. Sports modified to meet individual needs.
 2. Play those games which are suitable to age and sex.
8. Monthly weighing and semi-annual measuring of all children
 - a. Special effort used to find means of weighing.
 1. Local stores.
 2. Earn money and buy small bathroom scales.
 - b. Weighing and measuring as an educational activity.
 1. Effects of certain foods.
 2. Pupils can readily grasp the actuality of individual differences.
 3. Useful in the elementary groups where simple concepts of growth are being developed in health instruction and where the development of health practices in daily living is being given special recognition.

9. Correction of defective speech
 - a. Avoid embarrassment of pupil.
 1. Permit pupil to speak only when he wants to.
 2. Classmate cooperation.
 - b. Oral work privately if pupil is self-conscious.
 1. Book reports.
 2. Oral composition.
 - c. Drills, if pupil permits.
10. Immunization
 - a. Teachers should know which pupils have been protected.
 - b. Educated individuals should understand the principles on which these measures rest for their own protection.
 - c. Secure efforts of county nurse or physician.
 - d. Accurate records from year to year.
11. Lighting system
 - a. Shades adjusted properly.
 - b. Windows on one side of room.
 - c. Teacher should never stand in front of windows for oral discussion.
 - d. Test eyes. (See Snedden Eye Chart.)
 1. Arrange pupils for best light effect.
 - e. An absence of objectionable shadows on working surfaces.
 - f. An absence of direct or reflected glare.
12. Need for bath facilities
 - a. Shower possibilities.
 - b. Health habit training.
 1. Weekly check by charts.
 2. Teacher inspection occasionally.
13. Health service room
 - a. A room should be provided in each school for examinations, if possible.
 - b. Location of room.
 1. Near gymnasium.
 2. Near administrative offices.
 - c. Use room as isolation for student until check is made.
 - d. Small schools will need to use a classroom.
14. Clean building
 - a. Maintain an orderly and sanitary arrangement for the care of outside wraps, sweaters and rubbers.
 - b. Use window shades with a view to keeping them clean and in good condition.
 - c. Keep exposed materials, such as books and wall exhibits, dust free.
 - d. Use a moistened cloth, or a cloth that has been treated with oil, for any classroom dusting.
 - e. Keep blackboards clean.
 1. Erase as little as possible while class is in room.
 2. Keep erasers and chalk trays clean and dust free.

- f. Keep classroom lunch equipment clean and well protected from dust.
 1. Provide and use some orderly and sanitary ways of storing lunch boxes.
 2. Dispose of all food containers, papers, crumbs and food refuse in an adequate manner.
 - g. Keep classroom free of flies—screen doors and windows of classrooms used for lunchrooms.
 - h. Careful use of toilet facilities.
15. Lack of health consciousness
- a. Posters, charts, graphs.
 - b. Scrap books—good and bad activities pictured.
 - c. Health nurse talks
 - d. School papers and press.
 - e. P. T. A. cooperation.
 - f. 4-H Club and Boy Scouts.
16. Alcohol and tobacco—(See Part II, Chapter 7).
- a. Teach harmful effect on—
 1. Nervous system.
 2. Athletics.
 3. Home and social life.
17. A larger allotment by boards of education for paint, seats, repairs.
18. Use:
- | | |
|------------------|------------------|
| a. Health charts | e. Plays |
| b. Posters | f. Health drills |
| c. Songs | g. Stories |
| d. Games | h. Health clubs |

CHAPTER THREE

DISCOVERY AND CORRECTION OF HEALTH DEFECTS

SCREEN TESTS

The term screen tests as used in this chapter refers to the careful and thorough inspection of children by the teacher for the possible discovery of any physical defects or health impairments which may be present to interfere with normal health and school progress. For example, the teacher with the use of materials and guidance furnished her through state and local health departments will be able to test the eyes and hearing, make periodic recordings on height-weight charts and interpret them, locate cases of undernourishment and malnutrition, be effectively alert at all times for the detection of symptoms of disease and health impairments, and make reports to the home and to medical authorities indicating what she suspects to be true. It should be clear that special screen tests and routine health inspections made by the teacher are not to be construed as physical examinations which only medical authorities can make; but that the discoveries the school makes do play a vital part in bringing about such examinations and corrections.*

There are three rather distinct situations under which school health programs operate, and these will be treated separately in the following discussion:

- I. Schools without the Professional Help of a Doctor or Nurse.**
- II. Schools with Part-Time or Limited Services of a County Health Doctor or Nurse.**
- III. Schools with Full-Time Health Services.**
- I. Schools without the Professional Help of a Doctor or Nurse.**

Here the entire responsibility rests with the teacher. It must be constantly in her mind that she cannot diagnose but only point out the observations sighted which might make trouble during the school year. She can recommend that the parent see the family physician and try to have the fault corrected, if he finds the same condition as sighted by the teacher.

Time and Preparation

- 1. Screen tests should be made at the beginning of the school year.
- 2. Equipment needed:
 - a. Health inspection forms
 - b. Parents notification slips
 - c. Classroom height and weight charts

*It is recommended that the county superintendent of schools arrange for the health nurse or other medically trained person to appear before groups of teachers and demonstrate how to make screen tests for detection of defective eyes, hearing, faulty nutrition, and the early symptoms of communicable diseases.

- d. Vision testing charts
- e. Scales
- f. Measuring rod or tape
- g. Tongue depressors
- h. Pen, ink, scratch pads, pencils, etc.
- 3. Conditions for good working situation:
 - a. Room comfortably warm 72 to 75 degrees, and well lighted.
 - b. Inspect each child separately and apart from the others.
 - c. Caution should be exercised that one pupil does not know the defects of another.
 - d. Have the room clean and the equipment placed so as to cause as little confusion as possible and thus facilitate the work and make for better professional attitude. But do not hurry.

Things to Look for in the Screen Test Inspection

1. *Height and Weight*

Height—

Have the rod or tape securely fastened.

Remove shoes before measuring.

Heels, hips, shoulders, and head should touch the rod or tape.

Weight—

Remove hat, coats, shoes, and sweaters.

Record in pounds and half-pounds.

2. *Posture—How do children sit, stand, walk, play?*

In Chapter I, posture is emphasized as an important phase of physical training. Special time and emphasis are given to it on Friday in the corrective exercise program. But at *all times* the school should train children to sit, stand, and walk correctly. Good posture doesn't just happen. It comes from care, *observant care*, and patient but consistent training. See that seats are adjusted; that light is the best obtainable; that suitable corrective drill, rhythmic activities, and games are provided for all. Work of itself is not a guarantee of good posture. Rural children are in many instances tragic examples of poor posture, yet they work hard at physical tasks. It is here that we are likely to find a higher average of stooped shoulders, ungainly walk, lack of agility and ease of bodily movement, poor coordination. It is well that rural education is becoming aware of these problems and that we are prepared to do something about them.

a. Summary of causes—

Wrong kind of school seats.

Ill fitting clothes.

Sitting too long in one position without relief.

Poor nutrition.

Improper lighting.

Neglect—by school and 'home. Lack of corrective measures.

Fatigue.

Poor examples by teacher and parents.

3. *Malnutrition—Symptoms:*

Flabby muscles
Poor teeth
Poor posture
Habitual fatigue
Nervousness
Paleness
Irritability
Fretfulness
Misshapen bones

Mental and physical sluggishness

(This may be due to improper food or from some infection which might require careful medical investigation.)

4. *Skin—Any skin eruption is abnormal*

Note presence of obvious rash, roughness, pimples, blisters, scabs, ulcers, or excessive redness. Any rash should be referred to a doctor.

5. *Eyes*—Test not only for accuracy of vision but for cross eyes, or other deviations, inflammation of lining of lids, too free discharge of tears, and infection of lids including the common sty.

a. Equipment needed—

(1) Use Snellen chart or any other similar chart issued by State Health Department. (Free of charge.)

(a) Charts consist of letters made to test the sight.

(b) Letters on charts are just large enough to read at a distance of 20 feet.

b. Examination method for giving test—

(1) Measure 20 feet accurately from a point where the vision chart is hung. Mark distance with chalk.

(2) Child should toe the 20 foot mark and when standing ready for the test should be so situated that the maximum light comes from the side or rear, never from the front.

(3) Arrange chart level with the child's eyes.

(4) Test each eye separately.

(5) Eye not tested should be covered but left open and clear of all pressure.

(6) Use of the illiterate charts with animals or other objects for young children is especially good to use in the primary grades.

(a) Particularly note squinting in younger children. Any sign of impairment warrants a recommendation by the teacher to see a physician.

6. *Nose*—Every child should be able to breathe freely through either nostril.

7. *Mouth or Gums*—Note unusually red, inflamed or bleeding gums. Foul breath, ulceration of lips, etc.

8. *Teeth*—Look for: Crooked teeth.

Decay

Chipping or breaking of enamel

Evidence of uncleanness

9. *Ears*—Ask about discharges from ear and if they have been attended to by home physician.

Audiometer is best test, if possible to get.

Simple test

Place child at distance of 20 feet away, and one ear closed with child's hand.

Instruct him to repeat words, numbers or short sentences.

If he hears at 20 feet, his hearing is normal. If he cannot, move up to 15 feet and hearing is 30/40. If he hears only at 10 feet, his hearing is 20/40. Then test the other ear in like manner.

Follow-Up Procedures

1. Ask for additional help from County Health Office if some pupils show a marked need for more thorough observation. A suggested letter to the County Health Doctor or Nurse and a copy to the County Superintendent of Schools should be used. Attached to the letter is a list of pupils and suspected defects. Sample letter follows.

Dear Sir:

After making our close inspection for physical defects this fall, I am of the opinion that the pupils whose names are being enclosed are in need of a professional examination. I feel that the suspected defects, listed opposite the pupil's name and attached to this letter, warrant a visit to our school by you or a member of your staff, at your earliest convenience.

Very truly yours,

.....
Principal or Teacher.

Attached list from.....School.
Child's name Suspected Defect

.....
.....
.....
.....

2. A suggested letter to the parent informing him or her of the results of the teacher's or health official's examination on the screen test follows:

Dear Parent:

The school has just completed our annual fall "Screen Test," or physical check up, and we would like to call your attention to the following with respect to.....;

Name of Child

Conditions noted:.....
.....
.....
.....

We recommend that you consult your family physician in order that any unfavorable conditions may be corrected if found to exist so that your child will be healthy and able to do the best work possible during the coming school term.

Sincerely yours,

.....
Teacher or Principal.

Things Important to Remember

1. The teacher should never diagnose but after careful inspection should recommend that the parent see the family doctor at the earliest possible moment, if there is a need.
2. The teacher can observe the obvious defects or departures from normal physical structures or health status of the individual.
3. Keep constantly in mind that we must not offend the parent, but try to encourage cooperation at all times.
4. It is the teacher's duty to try to make for better understanding of the health program between the school and the parent not only from the standpoint of the individual child but the group.
5. Object of inspections:
 - a. To discover physical or mental health disorders which hinder the physical or mental growth of the child and impair health.
 - b. To prevent communicable diseases.
 - c. To acquire information which will serve as a basis for the Health Education program of the school.

II. Schools with Part-Time or Limited Services of County Health Doctor or Nurse.

1. Teacher's part:
 - a. Have ready all information the doctor or nurse might require. Here again the cards from the State Department can be used to good advantage. (These are sent out free of charge by the State Health Department.)
 - b. If no cards are on hand, the following information is of value to the doctor:
 - Child's name
 - Age (Month, Day, Year)
 - Grade
 - Parent's History (Name, age, nationality, work, etc.)
 - Immunizations and dates
 - Previous diseases
 - General nutrition
 - Any unusual observations from screen tests or otherwise which might be of help to the doctor:
 - c. Stress to the child the importance of the corrections for his own good and the good of the school.
 - d. Follow up the slips sent to the homes by visiting the parent and checking on the corrections made.
 - e. Make doctor's visit pleasant to the child by encouraging friendliness and dispelling fear.

III. School with Full-Time Health Service (Doctor and Nurses).

1. Here the teacher can help in the same manner as with a part-time health unit.
2. The work of preparing the cards for the doctor or nurse should be completed before the examination begins. This can be an examination since the doctor is the examiner.
3. In the follow-up work the teacher can be of the most value in this unit since it is impossible to have the doctor or nurse see each child daily to check up on the corrections made.

The Daily Morning Inspection

The teacher whether in the school system with the aid of the health service units or where she must work alone can daily be on guard for the little things which are ever present in the daily routine and make for more healthful conditions in the school room. A daily inspection can be carried on each morning with very little disturbance and here can be detected the minor defects that sometimes cause the most trouble.

WHAT IT IS—Morning inspection means a quick inspection of the child at the beginning of the school day to be sure he is free from contagious diseases and physically prepared for the day's work. This may mean an informal inspection of each child by the teacher as he enters the room or it may, in time of epidemic, include the most careful examination outlined below. In grades beyond the Seventh, the responsibility for not being in school when one is physically unfit to be in school should be placed on the pupil.

Things to Watch For—Most Common Signs of Contagion.

1. Rash or any skin eruption. (Check for redness, between fingers for scabies.)
2. Red or inflamed eyes (may be the beginning of measles, cold or pink eyes)
3. Inflamed or sore throat.
4. Cold symptoms.
5. Flushed face or signs of fever.
6. General evidence of illness, such as indisposition, headache, pallor, nausea.

Other Things to Check On—

1. See that the child has a clean handkerchief.
2. See that extra wraps, rubbers, etc., are removed.
3. See that the hands, face, hair and clothes are clean.

** Procedure in Case of Suspected Epidemic:*

1. Call class to attention. This means sleeves rolled up to the elbow, shirt or dress opened at the neck, extra sweaters, coats, rubbers, etc., removed.

*A more informal inspection should be followed except in case of a threatened epidemic of colds or other communicable diseases.

2. Teacher stands with back to the window. Children file past.
3. Child shows—palms and back of hands, fingers apart, inspect for rash.
4. Child pulls back shirt or dress so upper chest may be seen.
5. Child opens mouth widely and draws in breath to depress tongue so throat may be seen.
6. Teacher looks to see if feet are dry and rubbers off.
7. Teacher looks to see if extra clothing is removed.

What to Do with Child Who Shows Signs of Contagion—

1. Exclude all rashes or skin lesions. Make no exceptions.
2. A child showing signs of fever, suspicious throat or “cold” symptom, should have his temperature taken. Any child with a temperature of 99.6 or over should be sent home.
3. Take care that the child is sent home under conditions which do not further endanger his health. Send an explanatory note home to his parents and notify the school nurse.
4. If the child is too sick to go home, isolate him from the other children and get in touch with his parents.
5. Notify the teachers of the child’s brothers and sisters that they may watch these children for symptoms.

Value of Morning Inspection—

1. Early recognition and separation of the sick child from the well children will eliminate many of our epidemics.
2. Considerable educational work with both children and parents should center around the Morning Inspection. Each child and parent should come to feel it is as wrong to expose another child needlessly to a contagious disease as to injure him in any other way.
3. Promotes “health consciousness” in all.

Regardless of the spring check-up and fall screen test the teacher should always be on the alert for any sign of unusual behavior which might be the result of a physical defect and endeavor to have the fault corrected.

Preparation of Individual Health Cards

1. The West Virginia State Department of Health cards are sent free of charge to any school asking for them.
2. A card similar to the following can be used to good advantage:

Pupil's Name	Age	Sex
Address	Grade	
Parent's Name	Nationality	
Height		
Weight		
Vision		
Hearing		
Teeth		
Skin		

Nutrition
General Physical Condition

Previous Diseases

Date

Remarks

Diphtheria

Measles

Whooping Cough

Scarlet Fever

Frequent Colds

Smallpox

Infantile Paralysis

Discharging Ears

Pneumonia

Mumps

Others

Immunizations

Date

Remarks

Smallpox vaccine

Diphtheria

Typhoid

Others

General Notes

Aids in helping the school and parent become closer acquainted with the general health procedures.

1. Notification Address Record for Medical Attention

Name of School.....

Children's Names.....

In case my child becomes ill or injured at school, please call the following telephone number..... If I cannot be reached take him or her to

Dr....., or.....Hospital,

or.....

(Signed).....

Parent or Guardian

(Please fill out and return to teacher)

2. Exclusion Slip (Following daily inspection)

Dear.....:

We are excluding.....from school temporarily because (he or she) has symptoms of.....

If this condition continues, we recommend that you consult your personal physician, so that treatment may be started and your child returned to school promptly.

.....
Classroom Teacher.

3. *Warning Note*

Date.....

Name of School.....

Dear Parent:

There is a case of.....in the classroom. The children will be under careful supervision, and any child showing signs that might indicate the beginning of the disease will be sent home from school to allow for the development of the symptom. If your child does not appear well, please do not send him to school. This is your part in preventing the spread of the contagious disease.

Sincerely,

.....
Teacher.

SUGGESTIONS FOR SUCCESSFUL SCHOOL-COMMUNITY HEALTH CORRECTIVE PROGRAMS

1. Notify parents of results of Screen Test when defects are found. (Use suggested letter, page 161).
2. Encourage Health Programs at P. T. A. or similar meetings. (Explain use of individual cards and class charts. Make a point of stressing the value of correcting the defects noted.)
3. Interest civic clubs and organizations in establishing clinics or projects which would help defray expenses of community doctor to carry on a school examination.
4. Teacher or nurse visit homes and explain the child's card showing defects. Caution—Never discuss the defects of one child with the parents of another. This is an opportunity to display a more professional attitude.
5. Ask cooperation of Medical and Dental Societies of the county.
 1. In this connection the arrangements may be made by a teacher with a local doctor or dentist to get suitable slow payment terms made so that the parents on low incomes may have correction made.

HEALTH CLINICS FOR PRE-SCHOOL CHILDREN

- A. Where organized health units are carried out within a county, the teacher can merely assist the doctor and nurses and seek cooperation of parents.
- B. When there is no organized unit, the teacher should make it a point to explain, during the spring months, the need for pre-school examinations by a physician. Here must be stressed the school law concerning immunizations.

1. Ways of reaching parents of pre-school children
 - a. Ask for names of families with children of pre-school age from children enrolled in school.
 - b. Have meeting of mothers with pre-school children, at the school
 - (1) Notices of meeting can be placed in newspapers, announced by radio, by notes to parents, distributed by P.T.A. leaders.
 - c. Ask outside agencies to conduct the Clinic:
 - (1) P.T.A.
 - (2) Woman's Clubs.
 - (3) Church Organizations.
 - (4) Men's Organizations.
 - (5) Mine or Lumbering Companies who have full-time doctor or nurse.
 - (6) Any organized group which would take the full responsibility of such a clinic.

ENLISTING THE INTEREST AND HELP OF OUTSIDE GROUPS AND ORGANIZATIONS FOR UNDERPRIVILEGED CHILDREN

1. Ask them to conduct programs concerning health as part of their yearly work. (Talks on value of inspections and correction of defects.)
2. Conduct pre-school clinics. (Here the organization has the opportunity to see just how serious some of the defects are to the school child. When a thing becomes a reality, more help may be obtained toward the correction.)
3. Invite them to see the school when in session and discuss needs directly at hand, letting them observe the underprivileged child in the group and how they can help him.
4. Conduct a program on health (plays, pageants, exhibits, etc.) and invite the membership to attend. Make them feel it is their own special program.
5. Never neglect to show your appreciation for past favors. (Too often we accept the favor and fail to recognize the source of our aid.)
6. Help for the handicapped child can be obtained through the Crippled Children's Bureau of the state.

CHAPTER FOUR

IMPROVING HEALTH TRAINING THROUGH CLOSER HOME-SCHOOL COOPERATION

In a comprehensive and effective school health program it is necessary that both the school and the home work together. Each must know and understand what the other is doing by way of improving the health of pupils. The teacher should take the responsibility of acquainting parents with the school health program, informing them of the results of screen tests, promoting community meetings devoted to health objectives, taking the initiative in organizing adult nutrition classes, summer round-ups, pre-school clinics, home nursing classes, etc., furnishing parents with a pupil home health habit check list, distributing material suggesting good nutrition and health facts, and standards for school and community sanitation. We can expect cooperation only from parents who are informed and are interested in the program of the school. Every effort should be made by the school to make, not only the pupils, but also the parents and community, generally, conscious of the need for better health practices, health habits, personal hygiene, and school and community sanitation.

- A. Ways of explaining the health program to parents and establishing joint home-school responsibility.
 - 1. Advertise health—this will do more to create interest and respect toward our goal than any other medium.
 - a. Make the child's school health environment so pleasing and interesting that he will "sell" the ideas to the home.
 - b. Newspaper articles on school health, either reprints from books and magazines or plain "homespun" articles dealing with the local health situation.
 - c. Home visitation by the teacher
 - (1) This is especially desirable at the beginning of the school year. The teacher has the opportunity here to observe the home conditions and prepare herself for any emergency which might arise.
 - (2) Explain the use of the health cards and class charts to be used throughout the year. Explain the necessity for the mother's close observation each morning before sending the child to school.
 - (3) Distribute to parents the following suggestions:

WHEN TO KEEP CHILDREN AT HOME

Recommendations of the West Virginia State Department of Health

KEEP YOUR BOY OR GIRL AT HOME AT THE BEGINNING OF ILLNESS . . .

Do this and your child and his school will both profit. The boy or girl who comes to school when ill harms himself and endangers the other students. The sick child acts as a good citizen when he stays at home.

YOUR CHILD WILL BENEFIT—

Take care of the common "head cold." This infection may break down resistance to other infectious processes, or may bring about serious complications which could last a long time. Complete rest in bed for one to two days at the beginning of a cold will frequently prevent ten to fifteen days of great discomfort from a severe cold or cough. The child who stays at home on the first day of illness can often save himself the loss of many days of school work.

HE WILL DECREASE THE RISK OF SERIOUS ILLNESS! Bed rest at the onset of an illness conserves energy and aids resistance to infection. It also prevents chilling which occurs easily under these conditions since the temperature control of the body is disturbed. Next to medical care, bed rest is the safest single precaution that can be taken against severe complications.

HE WILL BE MORE SUCCESSFUL IN SCHOOL! If a child is feeling well when at school, he will get more actual value from his experience. A sick child is often dull and irritable. He may form bad habits of work which persist after he has recovered. He may try hard to study but will have little memory later of the thing he has studied. He may make his teacher and school friends come to feel that he is an unfriendly, unpleasant person, when his real nature is likeable.

EVERY CHILD SHOULD HAVE THE RIGHT TO GO TO SCHOOL WELL

He should have a nourishing breakfast and lunch. He should live in a quiet, simple home, get plenty of sleep and rest. A good state of mental health means a better chance for success in school. Parents owe "a good home life" to their children. Teachers owe to their pupils "the teaching of the principles leading to better health." With the help of the parent and the teacher the child will achieve the goal of better health for better citizenship.

We ask you to correct any physical defects reported by the teacher to you. At the beginning of the school term, a doctor, a nurse or a teacher will give your child a screen test and report to you by letter anything he suspects is wrong with your child. Then please take your child to the family doctor at once for examination and correction of defects. Getting the child ready "physically prepared" means more than buying books, pencils, clothes, shoes,—it is important to get his body ready, repair his teeth, protect his eyes, etc. He will study better and learn more.

YOU WILL HELP THE TEACHER OBSERVE THE LAW BY KEEPING YOUR CHILD HOME WHEN HE IS ILL

Your County Health Department is empowered to require the teacher to exclude any children from school who may be suspected of having a communicable disease. Often the common head cold is an early symptom of measles or whooping cough or some other communicable disease.

REMEMBER—If your child is ill, keep him home. Send word of illness to the teacher. If child is able he should be in school. Most of our school failures are caused by inexcusable absence from school work.

CALL A GOOD DOCTOR EARLY IN ANY ILLNESS.

- d. School visitation by parents
 - (1) Encourage the attendance of parents at school, particularly when some phase of the health work is being carried out.
 - (2) Plan definite campaigns, exhibits, programs.
 - (3) Enlist the help of parents in health work concerning hot lunches.
 - e. Summer round-up campaigns
 - (1) To promote in parents a realization of responsibility for sending children to school prepared through adequate medical attention.
 - f. Pre-school clinic.
 - (1) Each elementary school in West Virginia is urged to hold during the school year a Health Clinic for all children in the community between ages of 6 months and 6 years.
 - (2) Ask county health director, nurse or local physician to conduct clinic.
 - (3) The school—principal, teachers and pupils—accept responsibility to have all parents bring pre-school children to clinic.
 - g. P.T.A. group sponsor activity to correct defects.
 - h. Have classes for parents in—
 - (1) Nutrition
 - (2) First Aid
 - (3) Home Nursing (Under Red Cross supervision)
 - (4) Sanitation
 - (5) Symptoms of Communicable Diseases
 - i. Have meetings at school when films on health are shown. (These may be secured, free of charge, from the State Board of Health.) Sight or visual aids as films, slides or charts are extremely valuable in presenting health information to lay groups.
- B. Getting parents to check the daily health habits of children as set up by the school health program.
- 1. Endeavor to have the parents fully understand the health program of the school. (This is carried out through Part A.)
 - 2. Questionnaire to be sent to parents for daily home checking.

Pupil Home-Health-Habit Check List (For Parents to Use)

- 1. Do I know what the school is doing for my child's health?
- 2. Do I know how as a parent I can best cooperate with the school?
- 3. Can I name five or more ways in which I cooperate?
- 4. Do I know the most common diseases of my community and how I may best have my children avoid catching them?
- 5. Do I honestly try to improve conditions of my home and my community?
- 6. Do I try to help my children form regular habits of drinking, eating, eliminating, sleeping, resting, working, and playing?
- 7. Do I help make my home a healthful place in which to live?
- 8. Have I done something about some unhealthful condition near my home?

9. Have I looked for water standing in basements, cans, or ponds near my home?
10. Do I see that each member of the family has his own towel, comb, toothbrush, and clothing?
11. Have I checked my home for dangers that I may remedy?

Diseases and Other Causes of Illness

1. Do I do all I can to keep myself and the members of my family from catching cold and other diseases?
2. Do my children have their handkerchiefs and know how to use them?
3. Do I provide individual drinking cups?
4. Do I see that my children sleep and rest regularly?
5. Do I require my children to wash their hands before eating?
6. Do I ventilate my home properly, avoiding drafts?
7. Do I see that my children's weight is checked regularly?
8. Do I try to have all known defects corrected?
9. Do I consult the family doctor when I should?
10. Do I comply with all medical recommendations for immunizations?
11. Do I comply with the school's rules regarding exclusion of children to control the spread of contagious diseases?
12. Do I comply with local regulations regarding quarantine and make effort to understand them?
13. Do I take every precaution to prevent the spread of the common cold in my family?
14. Do I prevent the borrowing or lending of clothing and other personal belongings?

Suggestions to the Parents for Using Questionnaires.

- (a) Have a definite time for checking.
 - (b) Have a definite place to check lists.
 - (c) Encourage parents to ask questions if any part is not clear.
 - (d) Have children clearly understand you are sincere in checking them.
 - (e) Try to build up a spirit of comradeship between parent and child so that the checking becomes a daily ritual.
- C. Meeting Such Problems in Child Health as—
1. Improper home diet and malnutrition.
 - a. Is nutrition just a meaningless word? To some people, yes. This word is becoming one of the most significant words in our American dictionary—and certainly should be in every day life. Mothers are also becoming conscious of the words "well-balanced." When speaking of a well-balanced meal just what do we mean?

Mothers are looking into their meal planning with a more practical eye. "Will this meal insure my family of a more healthful life? Do my meals show planning and preparation behind them?" These are the questions many a housewife asks herself as she sits down to the meal she has prepared.

A well-balanced meal is a meal which includes all of the foods which protect our general health, insure good bone structure, ward off diseases, insure good teeth, give us energy, and the feeling of being "toned-up" to meet the problems of everyday life.

b. Courses offered in nutrition for parents.

- (1) American Red Cross.
- (2) Farm Woman's Clubs.
- (3) 4-H for older girls.
- (4) The teacher can encourage the organization of such a class and keep it a local project.

2. Undernourishment due to impoverished homes.

a. Ways of reaching the parent to cooperate in using aid given to help the child.

- (1) Attend study groups which teach.
 - (a) Buying of seasonal foods.
 - (b) Setting aside a definite amount of money for essentials. (Teach or discuss the difference between essentials and non-essentials.)
 - (c) How to take advantage of special prices on foods. (Low priced foods are not always the best buys.)
 - (d) Buying foods with keeping qualities.
 - (e) The value of stretching the food dollars.
- (2) Teach children the value of food dollars so they can carry message to homes.
- (3) Emphasize, in health classes, the value of food substitutes of nutritious value.
- (4) School lunch programs.
 - (a) Whenever possible, plan to carry out the planned lunch program. This need not necessarily be a hot dish but well planned.
 - (b) For details see Part II, Chapter 1.
- (5) Penny Milk Program.
 - (a) A very successful program—ask your county superintendent.
- (6) Make known to the civic organizations your particular problems and solicit their help.
- (7) Work with agencies such as
 - (a) Salvation Army
 - (b) Government Relief Agencies
 - (c) County Health Boards
 - (d) Unemployment agencies if conditions are due to lack of work.
- (8) In rural districts the value of home gardens can be stressed.
 - (a) The school garden project can be used and a valuable lesson be taught in proper foods needed for family.
 - (b) Canning projects can be carried out as follow-up of gardening.
- (9) Discuss better ways of preparing common foods.
- (10) Send children home with helpful, simple material on foods we should eat.

- (11) Help children plan a home garden.
- (12) Sponsor a nutrition class in community for adults.
- 3. Insanitary home and school conditions, uncleanness.
 - a. First stress to children the need for cleanliness in all situations.
 - (1) Health classes.
 - (2) Clean school surroundings (See School Sanitation Standards, page 174).
 - (3) Personal cleanliness.
 - (4) Home cleanliness.
 - (a) Outside surroundings
 - (b) Indoor surroundings
 - (5) Community cleanliness
 - (6) Good housekeeping in classroom will serve as an example.
 - b. Interest community in sanitation and beautification.
 - (1) P.T.A. programs
 - (2) Radio talks
 - (3) Club programs
 - (4) School programs
 - (5) Films on sanitation and hygiene
 - (6) In extreme cases go to County Health Department for help.
 - (7) Beautify school ground and school room.
 - c. Teacher's personal responsibility.
 - (1) Personal appearance of teacher should be an example.
 - (2) School surroundings—a clean school room may improve a child's home.
 - (3) Displays in school room stressing cleanliness.
 - (4) Interest in activities of community concerning sanitation.
 - (5) Be alert to needs of the school and community and try to correct those faults within her power or seek aid from outside.
 - d. Constantly making or seeking opportunities for stressing good health habits.
- 4. Indifference
 - a. Impoverished, indifferent parent.
 - (1) Inform parent of defects of child by letter. (See letter, page 161).
 - (2) Visit homes and try to explain the need for corrections with regard to their particular child.
 - (3) Suggest means of getting assistance through welfare agencies.
 - (4) Work on possibility of the child's pride with comparison in group.
 - (5) In these cases, we sometimes meet a case of pride which is mistaken for indifference. In these instances try to enlist the services of a physician or dentist or dairyman, as the need may be, to arrange slow payment plans for services. Here we get the correction, satisfy the pride and cure the indifference.
 - (6) When all known measures have been taken the teacher can only repeat and repeat the previously tried methods.

b. Financially able, indifferent parent.

- (1) Inform parent, by letter, of needed corrections. (see page 161)
- (2) Visit home to find cause of indifference.
- (3) Make clear the results of neglecting to obtain the corrections.
- (4) Try to appeal to the pride of the parent.
- (5) Invite parent to the school to see his child in the group.
- (6) Flood home with all information possible on health subjects.
- (7) Enlist P.T.A. leaders to work on parents to encourage general school interest. (Sometimes personal contacts by leaders can make for "Keeping up with the Jones'" idea).
- (8) When tried methods have failed—just repeat and repeat.

D. School-Community Projects.

1. Projects will stimulate interest in health as each family will have its responsibility through its own child or children.
 - a. Victory gardens
 - b. Community canning
 - c. Health Club
 - (1) Parents
 - (2) Pupils
 - d. First Aid
 - e. Clinics
 - f. P. T. A.
 - g. Booster's Club (This is an excellent means of getting fathers into the school program.)
 - h. Nutrition classes
 - i. Enlist aid of community on certain projects, screen school house against flies, beautify school grounds, provide school lunch equipment, grade and seed school grounds, provide playground equipment, etc.

SCHOOL SANITATION STANDARDS

The following are practical suggestions which may be carried out by every teacher and will help materially to improve the school from the standpoint of sanitation. They are approved by the Division of Sanitary Engineering, West Virginia State Department of Health and represent minimum standards for school sanitation which should be achieved by every school in its over-all health program. The practice of approved school and classroom sanitation, will, if fixed in the minds of pupils, have its effect upon home sanitation in the school community. These standards should be discussed in the health classes and the cooperation of pupils and parents obtained in bringing them about in the school. These standards conform to the classification standards for Elementary Schools (Form 6).

Water Supply

1. Sanitary fountains where possible, if not, then use water cooler with an attached spigot.
2. Use covered container for transporting water.
3. Individual drinking glasses. Encourage the use of jelly glasses with screw cap to protect glass from dust and dirt.

COMMON CUP PROHIBITED BY LAW

4. If your water supply is not properly protected, it may be a potential source of disease. Play safe and disinfect the drinking water.

Toilets

1. Toilets should be scrubbed and disinfected weekly or oftener if necessary.
2. If outdoor privies are used, insist that they be of fly-tight construction and maintained properly.

Ventilation

1. Lower windows from top.
2. Use window ventilators in lower half of window to deflect the cold air away from the children.

Heating

1. If you do not have a circulating furnace, insist on a jacketed stove.
2. Keep water evaporation pan on stove to insure proper humidity.
3. Locate room thermometers on a level with the heads of the children. Maintain the temperature as near as possible between 65° and 68° F.

Lighting

1. Light from left or left and rear.
2. Keep shades off the windows when they are not needed.
3. Do not cover windows with curtains.
4. Have windows washed frequently.
5. Do not paste cut-outs on the window glass, but if you insist, then restrict the area covered to a few inches at the bottom.
6. If the enrollment is below room capacity, seat the children next to the windows and leave the vacant desks on the dark side of the room.

Cleaning

1. Insist on the floors being treated to keep down dust.
2. Floors should be swept each evening.
3. Insist on the use of a sweeping compound. A very effective compound can be made by using sawdust moistened with oil.
4. Rooms should be dusted each morning before school opens.
5. Insist that windows be kept clean.

Seating

1. Make an effort to give each child a seat of the proper size. Provide a foot rest for children in over-size seats.
2. Check the spacing of the seats and respace them if necessary.

Miscellaneous

1. Provide proper washing facilities, including individual towels and soap, preferably liquid or powder.
2. Keep an adequate supply of first aid material at all times.
3. All windows and doors screened in classrooms where food is prepared or served.

The possibilities for school-community projects are at the present time unlimited. With the stress on the war projects and more closely knitted community spirit the school can be made the central point for all activities. It can serve as the "hub" from which will radiate the light of constant leadership, stressing the need for physical fitness for the successful completion of any project.

CHAPTER FIVE

MENTAL HEALTH MALADJUSTMENTS OF PUPILS

Those who are concerned with the mental development of children generally agree that the first six years of life are by far the most important. This is the period when character traits not only are formed but also when, because of the plastic state of the mind, undesirable traits, if already established, can best be modified by treatment.

What can teachers do about the mental health of pupils? Is any portion of it within their control? The mental hygienists assert that the varied forms of ill health, as a rule, do not develop suddenly. In most cases the mental ills of adulthood have had their roots in childhood. Parents and teachers may recognize the symptoms, but too often do not deal with them intelligently. For example, one investigation discloses that teachers consider unimportant many problems which mental hygienists rank high in importance. Another later study of more than one thousand teachers discloses that more than fifty per cent of them do not understand the importance of dealing in a healthy way with timidity in children; and that thirty-five per cent plan their work in a manner such that children invariably fail in it.

Causes and Forms of Mental Maladjustment

A large number of maladjustments show their first symptoms in school situations. These include the pupil's failure to learn to the extent of his ability, special subject difficulties, day dreaming, unruly behavior, refusal to cooperate, cheating and truancy. Even behavior problems such as bullying and stealing, which may occur entirely outside of school hours, are often influenced by educational maladjustments. The school is seldom the sole cause of these conduct problems, but may be a contributing factor.

A. **Causes.** The influences or conditions which contribute to mental maladjustments of pupils are varied and overlapping. For the present discussion the following are noted:

1. *A Feeling of Deprivation and Insecurity.* Such feeling results in some instances from a loss of normal childlike confidence in parents. The mother may, through negligence or force of circumstances, have given too little personal attention to the child, forcing self-reliance prematurely. The child may sense a loneliness, a lack of belonging or of having a secure place in the family group. Divorce of parents almost inevitably subjects childhood to conflicting emotions, frustration, and to irreparable loss in these tender years. Then there is the unfortunate fact that many parents are inadequately trained for parenthood with its many problems incident to child care and development. Parents as well as teachers need to exercise elementary psychological principles in relation to mind and personality development.

2. *Physical Peculiarities*—too tall, short or fat. Marked stigmata, cross eyes, birthmarks, scars, skin blemishes, foreign speech and dress.

3. *Apparent Mental Deficiency*—The case may be one of poor capacity or of serious inferiority causing failure, and perhaps rejection by classmates. The child may be trying to work out of capacity range under assignments geared to the ability of brighter children. Teachers sometimes designate a group of children as "my slow group," overlooking the untold injury that comes to a child's inner consciousness and pride by such classification—even to minds of below average capacity. The wise teacher does not permit this humiliation to a child or group.

4. *Maturity Variations*. Misfits can easily result from having small bright children in classes with older and more mature children, where such grouping is inflexible. This holds particularly true in the sense of social and physical maturity variations, including variations of experiences in culture and social accomplishments. With *flexible* groupings, the problem is less likely.

5. *Over Protection*. Mental maladjustment is due in some cases to a parental disposition to coddle and spoil children, although the parental motive is unquestioned. Children with such home background may be problems in school until desirable adjustments have come about through their school associations. Should the school fail, or shouldn't likewise coddle and protect from realities of normal living, maladjustments will of course go on. Diagnosis of these cases is not difficult. We may sometimes have referred to them as the "spoiled child."

B. Forms. Readily observable forms of mental maladjustment include:

1. *Timidity*. This form of maladjustment is often shown in nervous children. They are shy, cry easily, frighten easily; they do not enter playground activities or projects. In the schoolroom they are usually good students, read excessively and stare into space frequently, day-dreaming.

2. *Fear*. An easily recognized trouble which takes different forms. Some children are mortally afraid of animals, certain people, they blush when spoken to, lose their voices when the teacher calls upon them, and are afraid of ridicule. They are sensitive, afraid of bodily harm.

3. *Sensitiveness*. Another form of fear more frequently found in girls. They are easily offended, easily embarrassed, and act as though they are inferior.

4. *Inferiority Complex*. Sometimes a feeling of inferiority is expressed by timidity, reticence, uneasiness or lack of composure; sometimes by boisterousness and loudness, even bullying to cover up the true state of mind. The teacher may mistake an inferiority complex for slowness. Tests, written work, and careful study will usually reveal the true situation.

5. *The Clownish Child*. Tries to attract attention, makes bright remarks, talks more than his share in class, dresses differently, and generally puts on any kind of antics to create a laugh.

6. *Boasting.* Boastful children boast about things they have done or about members of their families. They can always say something to beat any feat.

7. *Evasiveness.* Children who evade realities sometimes become nauseated, vomit, have fits of temper, pull tantrums, hysteria, criticize others, forget, sulk, and even act as invalids, all to evade something.

8. *Meddlesome Pupils.* Want to handle everything. They like to investigate everything wherever they go. As a rule they are aggressive and need only careful training.

Suggestions for Studying a Case

1. Observe the Child in Varying School Situations.
2. Have Informal Conferences with the Child.
3. Visit the Home, and Know the Parents.
4. Examine Past Records and Progress.
5. Study the Child's Health Chart or Record.
6. Give Standard Tests.

Basic Points of Emphasis in Preventing and Correcting Mental Maladjustments of Pupils

1. Attractiveness of School Environment.
2. Friendliness of School Atmosphere.
3. Educational Programs Designed to Meet Fundamental Needs Rather Than Mere Academic Traditions.
4. Services Directed to a More Intelligent Study of the Problem of Personality.
5. Concern for the Physical, Mental, Emotional and Social Needs of the Whole Child.
6. Greater Interest in Individual Children: Their Needs, and Possibilities.
7. Recognition of the Principles of Growth and Development of Human Beings.
8. Home-school Understanding and Cooperation.
9. Parent Education in Child Growth and Development.

Sometimes it may be found that the problem child is due to some unsuspected factor for which the school, home or neighborhood, rather than the child himself is responsible. The job of the public school teacher is to search out this cause and, if possible, correct it. Quite often the understanding teacher can bring about a correction of the situation. If the situation cannot be corrected, the public school must or should so far as possible make amends to the retarded or problem child, even though the home or the community is largely responsible for the maladjustment. Perhaps the school can fill in what was lacking in sympathetic interest, friendliness, and understanding help.

Angelo Patri says, "In every school, however well staffed and programmed, there will be some children, a few, usually about two per cent, who cannot accept the instruction offered them. They cannot profit by the lessons the great group take in their stride because their minds are

not the quality the school curriculum demands. This group supplies the delinquents, the court cases, the thorn-in-the-flesh. They waste the teachers' energy, the precious school time of the other children, and their limited growing time; and that brief period must be used to the utmost if it is to profit these helpless ones at all."

General Suggestions

Mental ill health may be caused by misplacement of the individual in a group. The activities in such groups may be too easy to stimulate him or too difficult for him to master. Symptoms of maladjustment such as day dreaming, sulking, boisterousness, and defiance often result from improper placement of the pupil.

The child should be trained to enjoy working hard to accomplish his purpose. He must experience success. He must have opportunities to play and relax.

In school, children should be grouped in such a way as to provide an opportunity to acquire effective habits, skills, purposes, and interests, and to develop self-reliance and self-control.

Class organization should recognize the social values of group learning. School clubs, assembly programs, and student councils should be used to promote social integration in school.

To gain mental health, or to improve it, there must be a willingness to put one's self in training. It should be remembered that mental health is never perfect anymore than physical health is. It is a thing in which we may improve every day. We may do it by:

1. Keeping physically fit.
2. Learning to know one's self.
3. Being able to get enjoyment out of one's routine work day by day.
4. Accepting the inevitable.
5. Learning to concentrate one's mind on what one is doing.
6. Avoiding worry.
7. Being able to get satisfaction out of moderation rather than out of the extreme.
8. Cultivating cheerfulness.
9. Learning self-control.
10. Cultivating generosity by helping others along the way. It enriches the soul and adds to the joy of living.
11. Being able to enjoy the company of others.
12. Cultivating self-reliance.
13. Being able to get enjoyment out of music, art, literature, and all desirable means of escape from worry.
14. Having good friends in whom to confide when in trouble.
15. Being able to do something well with one's hands.
16. Learning to admit one's mistakes.

Schoolroom Atmosphere Conducive to Good Mental Health

In imagination we will visit a kind of ideal classroom, a colorful, attractive room filled with bright-eyed children eager for work and for

play. This ideal classroom is not too quiet, for children must learn to express themselves by mingling with one another and exchanging ideas. Therefore, in this classroom, children are not forbidden to speak. They are talking softly as they work with hands and minds to create something worthwhile.

Such a classroom does not have too many paintings by the great masters, although a few appropriate ones are desirable; but the display boards do have on them work proudly displayed by the children—for after all, this work means more to them than the work of the greatest of artists.

When we talk of play in this classroom, we do not think of aimless activity. We know these children are learning. They are gaining control over their own bodies and are projecting themselves through imagination into the life about them. They are learning to adjust and adapt themselves to different personalities and are learning to mingle and express themselves without too much restriction from the teacher. She enters into a situation when and as she is needed; otherwise, watchful and alert, she is in the background.

The program of this schoolroom calls for brief periods of rest each day. At a signal, the room is darkened and children become relaxed and quiet for a little while. Music is played softly on victrola or piano. The habit of relaxation is important.

Ideal school room atmosphere depends largely upon the personality of the teacher. In this classroom, each child is considered as an individual, as *Himself*, eternally different from any other child. He is considered as a child made up of emotions as well as mind and body. The children have a free friendly attitude toward their teacher. They do not consider her a taskmaster, but a helper and friend who will guide and show them the way so that they may carry on for themselves. The child who craves affection is given demonstrations of affection; confidence is built up in the ones who lack confidence. The child is not undervalued. His opinions, remarks and queries are not criticized, but he is praised for what he accomplishes.

Great patience and tolerance are exercised with the slow children, for this teacher knows that in no way can the slow children be forced beyond the level of their capacity. Scolding has very little place in this classroom. There are praise and encouragement for the teacher knows these will increase confidence and self-respect. If a child is belligerent and hostile, or has temper tantrums, he is dealt with firmly but without irritation or anger. And in time the child is helped to gain satisfaction, not in causing disturbances, but in constructive activity.

In this room there is no overcrowded condition. The teacher may give ample time to individual problems. She is serene in the knowledge that she has the opportunity to enrich her program of work so as to make it as interesting and vital as possible. She rejoices that she is not overworked, harassed or anxious and so she can meet the individual problems of her pupils. To the slowest child she adjusts her plan of work so that a reasonable amount of success will come to the child and thus provide stimuli for further endeavor.

The teacher has trained herself to speak in a well-placed voice that is soothing to any nervous or overwrought system. The teacher in the ideal schoolroom is not *necessarily* beautiful, but the children will think her so. She dresses in a neat attractive manner and has a sympathetic way with children. And her children will believe her beautiful, for a teacher who is loved is always beautiful.

Adaptation of School Activities

Children may spend a great deal of time thinking about their popularity with the group—more than the adult. They wonder—will Matilda speak to me today? Will I be elected president of my class? The teacher who has at heart the happiness of little children will help each and everyone to feel he is liked and needed in the group. Children often develop “fevers” that doctors cannot diagnose because they are “mental fevers” brought on by anxiety over their place in the group—their place in the school, their “dreams of youth.” Blessed is the teacher who has lived abundantly enough to appreciate the feelings of the underprivileged as well as the more privileged and is mentally capable of bringing such a child, if underprivileged, to a wholesome state of mind through the enrichment of life based on appropriate school experiences.

The practical arts program is one of the finest ways in the world to lead children to forgetfulness of self, and to gratifying achievement in worthwhile endeavor. For example, Jane brings an old dirty discarded black felt hat from home and wants to know if she could make something with it. She is directed how to wash and dry it and then how to brush to bring out the nap. She cuts little diamond shaped pieces which she puts together with little pearl buttons found in the button box and takes home a belt she can wear with her black dress. Old tin cans may be converted into lovely bouquets or dainty, colorful sewing boxes. Oatmeal boxes may be covered with papier-maché to make pretty jardinières. The child learns to save, to design, to create, and in the learning he gets from the home and school association, derives therefrom a keener sense of enjoyment. He'll proudly display his creation to the family and friends.

This summary may suggest some ways of adapting school programs to the needs of the child:

1. Provide a flexible curriculum—adapt it to children's needs—allow freedom of expression.
2. Make it possible for all to achieve success—remove impossible educational situations.
3. Provide adequate scope of school activities: music, art, handicraft, dramatizations, practical arts, group activity, pupil responsibility.
4. Provide a sincere, trained, and understanding teacher.
5. Provide for individual differences and continuous guidance.
6. Provide for diagnosis of needs.
7. Provide physical equipment—books for wide reading, tools for manual arts, special material, special courses.

8. Have adequate system of records and reports.
9. Use fair and individualized promotion policies.
10. Emphasize physical education and supervised play.
11. Improve home-school relationships.
12. Special schools for outstanding cases are helpful.
13. Special classes—remedial classes, opportunity rooms are desirable.
14. Practical programs of health—health charts, corrective measures, as eyes, speech, malnutrition, are an essential part of the modern curriculum.

Problems Dealing with Home Environments Unwholesome to Children

A. *Parental influence and attitude:*

No child can escape parents' influence. The bad habits of parents often become what is falsely called the "heritage" of the child. Children are unusually sensitive to their parents' fears, strong likes and dislikes and unconsciously develop similar patterns of behavior.

1. Parents should control outward manifestations of family discord.
2. Give adequate attention to child's physical welfare.
3. Parents may go to the reading list of the American Social Hygiene Association Meeting for material.
4. Determine parental discipline by child's needs instead of parent's mood. Be consistent.
5. Be attentive to the habits formed by the child.
6. Parents must judge the child as an individual and not in comparison with other children.
7. Parents should not openly discuss school issues in child's presence.

B. *The home:*

1. Eating and sleeping habits in the home should conform to standard principles of good hygiene.
2. Medical needs.
 - (a) Use community health clinics if family is too poor to provide care.
 - (b) Check on child's health regularly.
3. Cleanliness should be in every home.
4. The home should be able to make adjustments to emergencies.
 - (a) War.
 - (b) Fire.
 - (c) Flood.
5. Divorce in the home.
 - (a) Sympathize with child so affected by this break.
 - (b) Understand a slipping in school work and depression that may come with divorce.
 - (c) Parent Teacher Association may lessen divorces by having a speaker point out the bad effects of broken homes upon children.

6. The home as a place for study.
 - (a) Encourage gatherings for home study.
 - (b) Provide adequate light, a table or desk and supplies.
 - (c) Give help if possible and when necessary.
 - (d) Where home is crowded maybe a community room could be opened for supervised study.
7. Tolerance in the home.
 - (a) Racial.
 - (b) Religious.
 - (c) Social.

Methods for Home-School Cooperation Vary

A. *Problems causing maladjustments:*

1. Many parents may be negligent or lack knowledge of what constitutes good health.
2. Too often the teachers do not know enough of the home backgrounds of their pupils to determine the health needs.
3. Teachers and parents may lack friendly understanding—having a superior or inferior feeling in the presence of each other.
4. Parents who most need the help of the P.T.A. and Study Groups do not as a rule attend the meetings.
5. Too few home visits are made by the teachers.
6. Too few school visits are made by the parents.
7. Maladjustments of parents are reflected in the abnormalities of the children.
8. Dealing with children from broken homes calls for broad understanding on the part of the school.
9. Homes where there is nagging and too much bossing are almost sure to reflect such situations in the mental attitude of the child.

B. *Suggested remedies for improving the maladjusted home:*

1. Pre-school medical examination with doctor, nurse and teacher present.
2. Filling out home information record for permanent record at time of clinic.
3. Taking the enumeration. This visit, although brief, gives the teacher a chance to become acquainted with the parents early in the school year.
4. The visiting teacher, or director of school attendance.
5. Inviting parents to school to see their children as members of the group.
6. Conference Day when parents are invited to school.
7. Reports between home and school sent direct—never by older brothers or sisters.
8. Getting information from the school nurse.
9. Sponsoring P.T.A. and Study Groups.

Parents are the first, last and most important teachers in the long view of what the child will be as he grows up.

TESTS THAT MAY BE USED IN STUDYING MALADJUSTMENT CASES

<i>Test</i>	<i>Ages and Grades</i>
Haggerty Undesirable Behavior Record.....	Elementary
Public School Publishing Co., Bloomington, Illinois.	
Haggerty-Olsen-Wickman Behavior Rating Schedules.....	Elementary
World Book Company, Yonkers-on-Hudson, New York.	
Hartshorne-May Tests of Deception in School Children.....	Elementary
The Macmillan Company, New York, New York.	
Interest Record.....	Elementary
Stanford University Press, Stanford University, California.	
Lehman Play Quiz.....	Elementary
University of Kansas, Lawrence, Kansas.	
Marston Extroversion-Introversion Tests.....	Elementary
University of Iowa, Iowa City, Iowa.	
Mendhenhall Character Rating Scales.....	3-8
E. D. Starbuck, University of Iowa, Iowa City, Iowa.	
New York Rating Scale for School Habits.....	1-9
World Book Company, Yonkers-on-Hudson, New York.	
Pressey Interest Questionnaire.....	5-12
Psychology Department, Ohio State University, Columbus, Ohio.	
Rogers Tentative Inventory of Habits.....	5-6
Bureau of Publications, Teachers College, Columbia University, New York, New York.	
Terman Trait Ratings: Physical, Mental, Social, and Moral.....	Elementary
Stanford University Press, Stanford University, California.	
Upton-Chassell Scale for Measuring Habits of Good Citizenship.....	Elementary
Bureau of Publications, Teachers College, Columbia University, New York, New York.	
Voelker Moral Conduct Test.....	10-17
Bureau of Publications, Teachers College, Columbia University, New York, New York.	
Whittier Scale for Grading Home Conditions.....	All
Whittier State School, Whittier, California.	
Williams Scale for Grading Neighborhood Conditions.....	All
Department of Research, Whittier State School, Whittier, California.	
Personality Inventory for Children.....	Elementary
Child Study Department, Minneapolis Public Schools.	

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- Behavior Problems of School Children*, National Committee for Mental Hygiene, Inc., New York, 1931.
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- Mental Hygiene*: quarterly journal, N. Y., The National Committee for Mental Hygiene.
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CHAPTER SIX

UTILIZING HEALTH OBJECTIVES OF YOUTH ORGANIZATIONS

Youth organizations offer an enjoyable and easily followed program for the furthering of the physical fitness of boys and girls. Some organization is within the reach of every teacher who is interested in the physical welfare of pupils. Before the health programs of existing youth organizations can be used the teacher will need to acquaint herself with the health objectives of the popular young peoples' organizations such as 4-H Clubs, Boy Scouts, Girl Scouts, and health clubs which may be organized in schools or in individual classrooms.

4-H CLUBS

4-H Club work develops desirable ideals and standards for farming, homemaking, family life, community life, citizenship, leadership, and personal living. A 4-H member "pledges his head to clearer thinking, his heart to greater loyalty, his hand to larger service and his health to better living."

In striving to attain the Health H ideal, the club member keeps in mind the building of a perfect body—one free from defects, that is well proportioned, with balance, poise, and beauty. So to build requires good health practices—correct food habits, immunizations, physical examinations, proper clothing, regularity of habits, sanitation, personal hygiene. Unless one has a healthy body he (or she) cannot hope to be contented and successful in life.

Health Improvement in Local 4-H Clubs

1. The club plans and promotes a health program along lines suggested by a county health committee.
2. This program should include:
 - a. Appointment of a permanent committee of the club to direct health activities.
 - b. Individual physical examination for each member annually by a reputable physician. (See page 188 for items used in 4-H Club health program.)
 - c. Health development program for each member, based on information and recommendations received from physical examination.
 - d. Presentation of health information at one or more monthly meetings:
 - (1) Reports on plans and achievements of health committee.
 - (2) Demonstrations: safety, posture, first aid, foods, grooming, teeth, selection of suitable shoes, etc.
 - (3) Talks by county health officials, nurses, doctors, teachers.
 - (4) Movies—authoritative pictures on different phases of health activities.
 - (5) Playlets—short, good.

e. Help in promotion of community health.

- (1) Immunization clinics—all members must be immunized for typhoid, smallpox, and diphtheria before qualifying to wear a 4-H pin.
- (2) Testing drinking water.
- (3) Dental clinic.
- (4) Assisting with hot lunches at school.
- (5) Screening campaign.
- (6) Clean-up days.
- (7) Beautification of home or community grounds.
- (8) Demonstration of better health practices at community meetings.

f. Having a boy and a girl as representatives in the county health contest.

g. Study of food habits of members by means of Food Selection Score Card at least twice per year. Health committee keep record of scores and encourage improvement.

h. Every 4-H sponsored meal planned to include milk, a raw food, two vegetables or fruit, and a whole grain bread or cereal.

County Health Activities of County 4-H Leaders

1. Hold conference with official health agencies to ascertain the outstanding health problems of the county in which the 4-H clubs, through their health activities, could take part, and to get suggestions for health activities in local clubs.
2. Help local club set up a health committee and plan a health program.
3. Furnish helps and suggestions to local health committee, help in arranging for physical examinations, immunizations, etc.
4. Analyze individual and club food selection score cards. Organize campaigns to correct defects, making use of demonstrations, charts, contests, film strips, etc.
5. Encourage hot lunches in schools, helping with preparation, garden, canning, and securing equipment.
6. Arrange county health contest and select representatives for state contest, arrange transportation.
7. Plan posture check-up and contests, good grooming contests.

How to Organize a 4-H Club

In many communities the teacher is the logical person to start a 4-H Club. As leadership is developed it is desirable to shift the responsibility to some local person. Where the teacher takes the responsibility a local person should be chosen as assistant leader. If the teacher is out of the community during the summer months, this assures a continuation of club work during her absence.

1. Before the first meeting, get in touch with the county extension office and discuss 4-H Club organization with the county agent, home demonstration, or club agent, under whose supervision all club work is done.

- a. Get suggestions relative to the advisability of organizing a new club.
- b. Arrange through the extension office for help in a preliminary meeting.
- c. Secure from this office 4-H Club literature which you can study.
2. Hold a preliminary meeting. Invite the parents and the boys and girls to attend. If possible, have county or home demonstration agent attend the meeting and explain the 4-H Club program for the county. As a part of the meeting or supplementary to it, the following methods have been used successfully:
 - a. Talks, songs, and demonstrations by club members from other clubs.
 - b. Reports by local leader of nearby club.
 - c. Expression of viewpoint of parents who know the club program.
 - d. Make a list of the boys and girls in the community between the ages of 10 and 20.
 - e. Visit the homes of prospective members for the purpose of discussing work with parents and boys and girls.
 - f. After the club program has been explained, distribute enrollment cards to prospective members. Instruct them to fill them out and have parents sign before the next meeting. Have these prospective members select a temporary secretary.
 - g. Arrange time and place for permanent organization allowing plenty of time for parents and children to think the matter through, to discuss it at home, and to ask questions about the work. Be sure they are ready to support the movements before the club is organized. Under war regulations, a 4-H Club may be organized with fewer than ten members. This will be of special interest to small rural communities.

Items to be Considered in Health Grading a 4-H Club Member

1. **General Appearance.** Posture - Expression - Color of Skin - General Cleanliness - Chest - Abdomen - General Body Build.
2. **Personal Hygiene.** General Bodily Cleanliness - Nails - Hair - Clean Teeth.
3. **Posture.** Head Erect - Chin In - Chest Out - Abdomen In - Back Flat - No Protruding of Shoulder Blades.
4. **Nutrition.** Normal for Age and Height.
5. **Muscles.** Firmness - Development - Symmetrical - Good Tone Flexibility.
6. **Bones.** Symmetrical in Shape and Normal Size.
7. **Eyes.** Inflammation - Vision - Squint - Motion.
8. **Ears.** Normal Shape - Hearing - Evidence of Disease - Ear Drums.
9. **Nose.** Shape - Obstruction - Septum Deviation - Discharge.
10. **Throat.** Inflammation - Diseased - Enlarged Tonsils - Palate - Mucous Membrane Normal.
11. **Teeth.** Cavities - Absence of Teeth - Tartar - Care.
12. **Glands.** Normal in Size.

13. **Lungs.** Expansion - Type and Rate of Breathing - Absence of Evidence of Disease.
14. **Heart.** Rate - Size - Regularity - Absence of Murmurs or Thrills - Reaction to Exercise.
15. **Abdomen.** Flat, Not Protruding - Spleen and Liver Normal - Hernia - Abnormal Masses.
16. **Feet.** Arches - Turned in Toes - Bunions - Corns - Ingrown Toe Nails.
17. **Gait.** Feet Straight - Firmness With Grace and Ease.
18. **Sex Characteristics.** Genitalia - Disease - Circumcision - Secondaries Normal.
19. **Nervous System.** Reflexes - Coordination - Tremors - Habit Spasm Paralysis.
20. **Immunization: Smallpox Vaccination.** Presence of Scar. **Typhoid Serum.** Within Three Years.
21. **Health Habits.** Eight Hours Sleep - Open Windows - Regular Meals - Regular Bowel Movements, Etc.

(This item to be graded by Club Leader.)

JUNIOR RED CROSS

The Junior Red Cross, in cooperation with the school, affords boys and girls opportunity to form the habit of service for the common good and to cultivate friendly understanding among the children of the world. Special projects are introduced and promoted in the schools, as well as activities such as Food and Nutrition, First Aid, Life Saving, Home Hygiene and Care of Sick, and Home and Farm Accident Prevention.

Health Improvement in Junior Red Cross

A list of suggested subjects and activities easily adapted to Junior Red Cross Club work follows:

1. Safety and Prevention of Accidents, including study of sports in various seasons and accidents resulting; hazards, fire drills, etc.
2. Sanitation in school, home and community.
3. Study of foods—practical foods for the needy, invalids, and sick people.
4. Care of the sick room at school—Sponsor First Aid.
5. First Aid training—knowledge of materials, exhibits, and simple practices.
6. Sponsor "Safety Patrol."
7. Sponsor Cleanliness Campaigns.
8. Study of clothing and shelter.
9. An unfortunate child in the community can be adopted by the club and adequate health, and necessities provided.
10. Emergency kits for the army can be prepared supplying such essentials as iodine, alcohol, absorbent cotton, bandages, etc., following a money-making project.
11. Junior Red Cross provides training in leadership in program of outdoor activities.

12 Sponsor field day.

13. Collect clean scraps of wool blankets, suitings, and other wool remnants for treatments in hospitals.

The Standard Red Cross courses of instruction in Red Cross Home Nursing, in Food and Nutrition, in First Aid and Water Safety are available to schools that desire them. For information regarding these courses, apply to the local Chapter or to area offices.

How to Organize a Junior Red Cross Club

The period of membership has been established as the calendar year. The time for securing enrollments has been made to conform to senior Red Cross membership at the time of the National Red Cross Roll Call. The unit of enrollment is the school. Membership is on a group basis: fifty cents for every room in an elementary school. Membership has been restricted to school pupils. When considering the enrollment of the school, consult with the pupils themselves. A Red Cross field representative or a well-informed officer of the local Chapter might talk to pupils and teachers. In many cases, the presentation may be made by the principal or a teacher.

HEALTH CLUBS

The purpose of this club, which is regularly organized and to which all pupils belong, is the cooperative working together of teachers, leaders of the various youth organizations outside the school, the County Health Nurse, and the parents and children, for the health of home, school, and community living.

Functions of the Health Club

1. See that the school room is properly ventilated, is free from dust, and has the proper temperature when physical exercises are conducted indoors; and when conducted outdoors, to care for clothing removed for brisk physical exercise.
2. Help children form habits of cleanliness and right living.
3. Discuss health knowledge acquired in the classroom and in the various youth organizations.
4. Plan demonstrations.
5. Make arrangements for meetings of 4-H leader, county health nurse, and parents to discuss health problems.
6. Arrange for examinations, weighing and measuring days in cooperation with the county health nurse.
7. Aid with clinics.

How to Organize a Health Club

The teacher should arouse enough interest for the children to want a Health Club. One of the first things to discuss is the name of the Club. After interest has been aroused officers should be elected, keeping in mind the ability for leadership rather than the popularity of the student. The school should determine the length of the term of office. More frequent elections afford an opportunity for a greater number of students to participate.

A committee, consisting of the regular teacher, the special teacher for health and physical education, the county health nurse, officers of the Health Club and any other persons who have a special interest such as 4-H Club agent and home demonstration agent, should determine the objectives and procedures of the Club. The objectives and procedures should be submitted to the student body for discussion and approval.

The health program of the Club should include definite things to be done. The teacher will find that more will be accomplished if specific goals are planned.

BOY SCOUTS OF AMERICA

Probably no other boy organization has higher ideals or stresses physical fitness more than Boy Scouts. Each boy who becomes a scout pledges *on his honor* that he will keep himself "physically strong, mentally awake, and morally straight." Such a pledge, if interpreted and lived up to, insures an attempt by the boy to try to develop praiseworthy traits and abilities.

Health Improvement in Boy Scouts

The Boy Scout movement emphasizes five simple fundamentals. They are:

1. Physical Fitness.
2. General Education.
3. Vocational Guidance.
4. Character Building.
5. Development of the Right Attitude of Mind.

The Scout movement is trying to stress physical fitness and its fundamental importance in life's work by making the boy realize that his first duty is to make and keep himself physically fit at all times; and to impress upon him that health and happiness depend upon what he programs for himself in the way of the discipline and the routine of his daily life. Emphasis is placed on all-round physical health, rather than specialized muscular development—the kind of health that comes from regular sleep, simple food, and wholesome outdoor sports and activities as daily habits of life, based upon a firm conviction that as a Scout it is the boy's duty to keep himself physically fit.

How to Organize

Sound troop organization does not begin with boys. For troop permanency and good results each new troop must have the loyal support of carefully selected and well informed troop committeemen and adult staff, backed by a sponsoring parent institution or a group of citizens.

Eight Steps in Organizing a Boy Scout Troop

1. Cultivate the Sponsoring Institution or Group of Citizens.
2. Conduct a "Get Acquainted with Scouting" Conference.
3. Hold the First Troop Committee Meeting.
4. Recruit a Scoutmaster and Assistants.
5. Arrange Meeting of the Scoutmaster with the Troop Committee.

6. Hold the First Troop Meeting.
7. File the Charter Application at the Office of the Local Council of the Boy Scouts of America.
8. Conduct a Public Induction and Tenderfoot Investiture.

GIRL SCOUTS, INC.

The Girl Scout movement is known throughout the country. Over half a million girls between seven and eighteen years belong to the various local Girl Scout Troops. There are Brownie Scouts, Girl Scouts, and Senior Girl Scouts. For most part, our schools have the girls of these ages in elementary and secondary school training.

Girl Scouts emphasize health as a major objective. "Safety Wise," a manual of health and safety suggestions for Girl Scout Leaders, outlines a health program under these three Chapters:

Part I—General Health and Safety Practices for All Occasions.

Part II—Health and Safety Practices for Special Program Activities.

Part III—Ways to Carry Out Health and Safety Practices.

It is the primary purpose of this chapter on various youth organizations to point out possibilities of coordinating all the health objectives of schools and clubs for more vital and more effective health education. Girl Scout Clubs offer an unusual opportunity for such coordination in localities where Girl Scouts are, or may be, organized. For example, the following ten questions taken from a health score sheet in a Girl Scout Health Habits Contest (for Brownies) indicate how the school and scout programs of health integrate:

Contest Questions for Brownies 8-Weeks Period

1. I had at least 10 hours of sleep each night (one night exception.)
2. I had at least 3 glasses of water each day.
3. I had at least 2 glasses of milk each day.
4. I had 3 meals at regular hours each day and fruits and vegetables were included daily.
5. I ate one serving of each item of food prepared by my mother or the plate lunch served in the school lunchroom. I did not waste food.
6. I had at least 3 baths each week. (Only 24 points given for 8 weeks.)
7. I brushed my teeth and gums each morning and evening.
8. I played or exercised one hour out of doors each day except in bad weather.
9. I washed my hands before each meal and after using the toilet.
10. I cooperated with my parents in the correction of defects found in the school health examinations by the doctors, nurses, and dental hygienists or by my own doctor and dentist.

The pamphlet "How to Start a Girl Scout Troop" may be procured from a local leader or by writing to Girl Scouts, Inc., 155 East 44th Street, New York, New York.

Even if there is no formal organization of clubs within the school or classroom the objectives may be utilized in the regular units of work. Of course, the objectives will not become as real to the boys and girls as in an organization of their own but much good can be derived. The objectives of youth organizations might be studied as a unit of work in the intermediate and more advanced grades as a guide for the pupils to acquaint them with such organizations and in this way they will learn which ones they might want to join when the opportunity arises. In such a plan they will become aware of the advantages of the different organizations and will be sure to want to engage in some of the physical activities that the organizations engage in.

A study of the objectives of youth organizations will focus the teacher's attention on the goals that are generally accepted which will keep them before her in the formation of the goals for physical fitness for the school or classroom. After study the teacher can correlate all the objectives he has found into a reasonable set of objectives for the pupils. On the other hand, the goals may be listed and made available to the pupils so that they can work out a set of goals for their own grade or school organization. Under such circumstances, the teacher will have to be wise and be able to give constructive guidance which will insure arrival at a set of objectives that are real and possible of achievement.

CHAPTER SEVEN

TEACHING THE EFFECTS OF ALCOHOL AND OTHER NARCOTICS

The Approach in Primary Grades

The teaching of the effects of alcohol and narcotics in the primary grades will be best accomplished by centering the attention of the teacher and learner on the development of right habits of living rather than to point out the horrors and dangers of narcotics and alcohol. If attention is centered on good clean living habits, such habits will become fixed by the end of the primary period. At the end of the primary period, when reading skills give way to reading for information and pleasure, the introduction of reading materials and the presentation of ideas showing the dangers of narcotics and alcohol may well begin.

First, set up clear-cut aims for the development of healthy bodies and minds.

Second, emphasize the fixing of good health habits, correction of physical defects, eating the right foods, coordination of muscles in a good physical fitness program designed for primary grades. (See Page 9) and healthful home and school environment.

NOTE: See Units Pages 10 to 19 in your teacher's handbook, "A Guide for Teachers Concerning Alcoholic Drinks and Narcotics," for suggested units for Grades 1; 2 and 3.

For Intermediate and Advanced Grades

ALCOHOL

On all sides we see the need of giving our young people some definite instructions and helpful scientific information on the nature of alcohol, tobacco and a few other habit forming narcotics.

Some recent surveys (1943) show that a shockingly high percentage of our young people are forming the habit of occasional or regular use of some form of tobacco and alcohol, some of them beginning the habit as early as the third and fourth grades in our schools.

I. Aims to be attained in these Units:

1. To get some needed teaching done instead of the usual neglect of this subject.
2. To promote general good health and fine character.
3. To arouse public sentiment against alcohol and other narcotics.
4. To inform our young citizens about the dangers of using habit forming narcotics in any form.

II. Methods Suggested:

1. Use the following units for your health discussion period daily, extending over a definite period of approximately two weeks. This is to unify the impression in pupils' minds.

2. Put a few questions on the board each day, letting all pupils put them in neat notebook form, adding the answers given here or any others brought out in the discussions and assigned reports that may be had.
3. Encourage pupils to take their notes home for discussion with parents.

III. Procedure:

1. Use of Alcohol in Industry.

In industry alcohol is essential because it breaks down fats and is a useful solvent.

Find out the use of alcohol in the following manufactured products in reference books, and from the advertisements of the product:

Varnishes, polishes, paints, stains, and enamels.

Felt and other hats.

Smokeless powders and explosives.

Electric lamp filaments, electric cables, and incandescent mantles.

Linoleum and similar products.

Artificial flowers, artificial silk, and embroidery.

Insecticide, disinfectant, plant washes, and sheep dip.

Anti-freeze solutions.

And in thermometers.

The pupils will be able to increase this list as they study the uses of alcohol in industry.

2. Alcohol in Medicine:

Alcohol is used as a solvent in medicine in preparation of solutions of alkaloids, resins, volatile oils, and iodoform; also in

Ether and chloroform.

Ethyl chloride and bromide.

Solid medicinal extracts.

Surgical dressings.

Capsules.

And other medicinal appliances.

In solution of 10 per cent or more, alcohol is frequently used to relieve lumbago and other forms of muscular rheumatism.

As a dehydrant it serves as a preservative in laboratories and in making photographs and films.

3. Alcohol as a Beverage:

a. What is meant by alcoholic drinks?

Suggested answer: Beers, ales, wines, whiskeys and home brews.

b. What are the common effects of alcohol on the individual and society?

Answer:

1. Alcohol poisons the highest nerve centers.

2. Alcohol sets free the lowest instincts by removing brain control.

3. Alcohol paralyzes the nerve centers that control walking.
4. Alcohol reduces self-control in general.
5. Alcohol confuses one's thought and judgment.
6. Alcohol is a habit-forming drug and not a body-building food.
7. Alcohol greatly harms the vital organs of our body, particularly the heart, kidneys, liver and stomach.
8. Alcohol dulls ability to tell right from wrong.
9. Drinkers often neglect home and family.
10. Drinkers waste money needed for food, clothing and other useful purposes.
11. Drinkers fail to get good jobs, or lose them soon after getting them.
12. Alcohol is the principal cause of large numbers being in hospitals, insane asylums and prisons.
13. Alcohol is the principal cause of accidental deaths in this machine age.
14. Alcohol makes one more susceptible to certain diseases.
15. Alcohol causes one to suffer more quickly from cold.
16. Alcohol causes loss of time from work and leads to crime and poverty.

4. Effects upon Individuals:

a. Upon Bodies.

1. Has no essential food value except in very exceptional cases which can better be obtained in other ways.
2. Is likely to create a habit.
3. Lessens chances of keeping in good health and of successfully fighting diseases when one is ill.
4. Prevents highest achievement in athletics and in all our ambitions to succeed in our work.

b. Upon Mind.

1. Lessens alertness and power to concentrate.
2. Tends to dull higher sense and to affect morals.
3. Affects digestions, blood, nervous system, and brain.

c. Upon Society.

1. Increases hazards to life and property.

a. Firemen.	e. Truck drivers.
b. Railway engineers.	f. Steamship.
c. Policemen.	g. Pilots.
d. Automobile drivers.	h. Engineers.
i. Crews.	
2. Lowers efficiency.
3. Decreases earning capacity.
4. Causes much of the existing crime and also much poverty and disease.

IV. Activities.

1. Study lives of prominent athletes.
2. Note statements from prominent persons on use of alcohol.

3. Find cartoons, pictures, and news items concerning results of the use of alcohol.
4. Have pupils make posters.

V. Experiments.

1. Put alcohol in bottle, cap, light and burn. This will demonstrate one of the properties of alcohol.
2. Use living animals in alcohol. Put in fish bowl and watch effects. Put on potted plants.
3. Point out antiseptic value.
4. Dissolve camphor gum in alcohol. Contrast this with water, as a solvent for soap, camphor gum and oils.

VI. Integration with Other Subjects.

1. English.
 - a. Have essays written and read in class on pupils' own ideas on subject.
 - b. Class debates and discussions.
2. Science.
 - a. Use of experiments on foods showing the difference between water and alcohol.
 - b. Prove through examples that alcohol is not a food, but a poison, weakening the body and interfering with the action of liver, stomach and brain.
3. Arithmetic.
 - a. Figure loss to certain industries through loss of man hours due to alcoholism.
 - b. Figure percentage of accidents due to drunken driving.
4. Social Studies.
 - a. Discussion of effects of alcohol on juvenile delinquency; on civic life; on family life. (Question) Why should a book-keeper, chauffeur, football player, engineer and doctor not drink?
 - b. Name effects that make alcohol undesirable for a head of a business, a mountain climber, a traveling salesman.
 - c. How can one member of a household who drinks affect the whole family and the community?
 - d. Study effects of alcohol on people employed in:
 1. Defense industries.
 2. Air transportation.
 3. Motor vehicle transportation.
 4. Railroad transportation.
 5. Water transportation (Convoy duty as an example).

Further Questions for Discussion or Testing

1. Discuss effects of alcohol on different parts of the body.
2. Name five character traits affected by alcohol.
3. How does alcohol interfere with driving of autos, airplanes, etc.?
4. Why are athletes not allowed to use alcohol?

5. Write a short sketch about Frances E. Willard and the W. C. T. U. in America.
6. Name some good commercial uses of alcohol.

To Teachers: For further suggestions consult your teacher's handbook entitled: "A Guide for Teachers Concerning Alcohol and Narcotics."

TOBACCO

Many boys and some girls begin the use of tobacco at an early age. Teachers should impress upon children that the effects of tobacco hinder mental and physical progress. As people grow older the use of tobacco may not be so harmful, as the body has become fully developed before starting this practice.

I. Its nature and harmful effects:

1. What is tobacco?
 - a. It is a plant product containing several poisonous substances especially nicotine.
2. Brief history of the plant.
3. Nicotine—its properties and uses.

II. Effects of tobacco on the growing individual:

1. Makes the heart overwork.
2. Irritates the lining of nose, heart and lungs.
3. Affects growth and development unfavorably.
4. Makes users restless and nervous.
5. Reduces "wind" and endurance.
6. Lessens steadiness and accuracy.
7. Affects the likelihood of success in scholarship.
8. Lessens success in athletics.
9. Is offensive to some people.
10. Is often accompanied by unclean habits.
11. Is expensive.
12. May become a habit hard to break.

III. Economic factor in the consumption and advertising of tobacco:

The youth who would live healthfully must face the tobacco problem just as he is faced with the question of drinking alcoholic drinks. This is particularly true in a nation which spends a billion more dollars annually for its tobacco than for both its elementary and secondary education; and where our magazine and radio advertisers boldly and brazenly make false claims that tobaccos are "mild," "mellow," "throat-easy," "energizing," and "digestion aiding." Consider:

1. Vicious tobacco advertising.
2. Cost of the tobacco habit.
3. The production of tobacco—acreage—amount of money invested—number of people engaged in raising, manufacturing and sale.

4. Advertising methods—(encourage listening to radio to study deception in advertising schemes, and for value of program, if any).

IV. Activities.

1. Discuss rules for athletes in training.
2. Stories of men illustrating self-control.
3. Stories and articles read from health magazines.
4. Talks by school doctor and nurse.
5. Work out a code for keeping one's self fit.
6. Make posters, find cartoons, pictures.

V. Correlate with teaching of:

1. Health—
 - a. Teach effect of tobacco on the organs of the human body.
 - b. On the nervous system.
 - c. List effects given in several books on hygiene.
 - d. Assign pupils to read and make reports.
2. Science—
 - a. Agricultural use of tobacco:
 1. To kill certain insects. Why does tobacco kill insects?
 2. Commercial crop for sale.
 - b. Effects of tobacco on the human growth.
 1. Collect tobacco advertising and determine truth of the claims made or suggested in them.
3. Social Studies—
 - a. History of tobacco culture in this country.
 - b. Tobacco in foreign countries.
 - c. Its commercial value.
 - d. Fire caused by smoking.
 - e. Money spent for tobacco that is needed for necessities for families.
4. Art—
 - a. Make maps and charts to illustrate the ideas discovered in social studies, science.
 - b. Make posters showing fire losses and causes.
5. Arithmetic—
 - a. Use arithmetic to interpret information and to make comparisons.
 - b. Internal revenue collections.
 - c. Costs from use of tobacco.
 - d. Estimate fire loss yearly caused by careless smokers.
 - e. Compare value of tobacco crop with other farm crops.
6. Reading and Literature—
 - a. Letter writing.
 - b. Giving reports.
 - c. Examine advertising.
 - d. Reporting on radio advertising.

Drugs and Patent Medicines

These are useful only under the direction of a competent physician.

- I. Their nature and harmful elements.
 - A. Dangerous drugs to be used only upon doctor's advice:
 1. Opium
 2. Morphine
 3. Heroin
 4. Cocaine
 5. Veronal
 - B. Patent medicines.
- II. Why used by some.
 - A. To save the cost of a doctor.
 - B. Easier to take than go to physician.
 - C. Skillfully advertised.
 - D. Fraudulent claims.
- III. Effects on individual:
 - A. On nerves, digestive system, general health. Competent medical help the only recourse in sickness.
- IV. Activities.
 - A. Make drawings and graphs showing effect of drugs on health.
 - B. Talks by informed and capable persons.
 - C. Make posters, picture study, read bulletins, study charts, textbooks, etc.
 - D. Dramatizations.
 - E. Study and discuss topics listed below:
 1. Effects of narcotics on home.
 2. Effects of narcotics in business.
 3. Effects of narcotics on muscular reaction.
 4. Effects on body resistance.
 5. Effects of narcotics on poverty, crime, disease and efficiency.
- V. Correlate the teaching in:
 - A. Health:
 1. Practice good health rules.
 2. Collect health pictures.
 3. Make up games to play.
 4. Inspect health daily.
 5. Collect newspaper reports of the use of drugs for the relief of pain.
 6. Patent medicine should be taken only under doctor's supervision.
 7. Only competent doctor should give a drug.
 - B. Science:
 1. Meaning of patent medicine, what they contain.
 2. Examine labels and advertising of some patent medicines.
 3. Test some to determine the alcoholic content.
 4. Collect pictures showing the manufacture and use of the common anaesthetics.

C. Social Studies:

1. Make charts of medicine through the ages.
2. Make scrap book of people who have helped the medical world.
3. Ask druggists about laws concerning the sale and use of certain drugs.
4. Invite doctors and dentists to talk on the use of drugs and patent medicines.

D. Art:

1. Make posters, charts, booklets.

E. Arithmetic:

1. Money, percentage and graph used to calculate cost of people seeking health after they have lost it.
2. Calculate money spent on quack remedies.
3. Make graphs showing decrease or increase in death rate of certain diseases.
4. Calculate percentage of alcoholic content.

F. Language and Literature.

1. Letter Writing.
2. Oral discussion.
3. Read health stories.
4. Read for information.
5. Have original plays.
6. Write to American Medical Association and to manufacturers to get truth about advertised drugs and patent medicines.

Topics and Statements for Class Discussion

1. Alcohol will not get you a job, a raise, better health, true friends, a reputation, or a happy life. Why use it?
2. Don't believe whiskey advertisements—they insult intelligence.
3. Alcohol is a narcotic, therefore it numbs. It deceives weak men to believe they are strong.
4. Alcohol doesn't kill suddenly—therefore it deceitfully appears harmless. Watch.
5. Don't fall for the "cocktail" habits. It is expensive to health and to pocketbook.
6. The system demands water after drinking to help it save itself.
7. A little alcohol affects a beginner but it takes pints to appease the appetite of a hard drinker. It grows.
8. Edison said alcohol in the system is like sand in the bearings of an engine.
9. Alcohol hits the liver hard—and hardens it.
10. Nature never puts over 3 drops of alcohol in human blood on any given time. She knows how little is enough.
11. Alcohol is fire—it burns the brain cells and nerves. Indians knew, they called it fire water, etc.
12. You don't want diabetes—then spurn alcohol.
13. As a food alcohol can be said to be about zero. Food builds—alcohol destroys.

14. An old proverb goes—"First the man takes a drink, then the drink takes the man."
15. Alcohol is not to be used as a stimulant—it has narcotized the nerve cells that inhibit the heart beat.
16. Alcohol makes one talk more freely—less wisely.
17. Judgment and memory succumb to alcohol.
18. Drinkers in school have highest percentage of low grades—while non-drinkers have highest percentage of high grades.
19. Alcohol destroys constructive ideas.
20. Drinking soldiers drop out of the hard march first.
21. World record holders do not drink.
22. World record losers have lost many times due to drink.
23. The winner of the Boston Marathon (26 mile run) at 42 had won race 7 times without drinking alcohol.
24. A drunken driver won't get a chance to drive the ambulance or hearse.
25. Automobile death rate as well as pedestrian killed mounted from 1933 to 1934. Why? Alcohol.
26. Railroads do not tolerate drinking on job and disapprove of it off duty.
27. Alcohol is indeed a master.
28. Alcohol helps to give the jailor a job.
29. Laws have been passed against alcohol.
30. Pneumonia kills more drinkers than non-drinkers.
31. Alcohol is a robber, steals bread from women and children.
32. Alcohol causes much insanity (10,000 people per year), and is sometimes called alcohol deterioration.
33. Insurance companies consider alcohol users greater "risks"!
34. Dry roads are safer, so are dry drivers. (Henry Ford)
35. Conclusion—Battle alcohol and keep it in the laboratory where it belongs.

(By Howard E. Hamlin, Ohio State University)

CHAPTER EIGHT

SCHOOL HEALTH AND PHYSICAL FITNESS INVENTORY

A systematic record of progress is helpful to any teacher or school, not only as a means of evaluating what has been done, but also as a help in determining what needs to be done in the school health program. The following inventory contains questions devised for the purpose of helping teachers in making a periodical check of the health progress in their school. It deals mainly with the contents of this Handbook following the main chapters and suggestions for a desirable and adequate health program contained in each chapter. In this inventory an opportunity is given to schools to evaluate their physical fitness program; achievements in nutrition education; effectiveness in discovering and correcting physical defects; the cooperation between the home and school with respect to attaining desirable health habits on the part of pupils; adjustments of mental health problems; the part youth organizations can play in promoting health; sanitation; safety; and the teaching of effects of alcoholic drinks and narcotics. It is not expected that in every school and at all times the conditions will be as ideal as the standards set by this inventory, but a steady improvement should be made each year toward the complete achievement of the goals set up.

At the beginning of the school year and at the end the pupils and the teachers working together may fill in the answers to all questions and standards listed herein. The answers for September should represent conditions at the beginning of the school year and those for May, the conditions at the end of the school year.

The teachers and pupils should select, at the beginning of each school term, desirable and needed objectives or standards to accomplish during the school year. The following suggested Progress Record may be used as a definite record of teacher and pupil objectives and accomplishments in the teaching and practicing of health during each school year.

On a large poster placed on bulletin board, a yearly record of objectives and accomplishments may be made under the following headings:

September. First Year—As a result of School Health and Physical Fitness Inventory we have selected the following objectives or problems for this year.

1.

2.

Etc.

May. First Year—Through our work we have succeeded in making the following progress.

1.

2.

Etc.

Repeat for Second, Third and succeeding years.

NOTE: It is recommended that all teachers use this Inventory to measure progress in achieving desirable goals during each school year.

19..... 19..... 19.....

[illegible]

1. Is an average of 30 minutes daily devoted to Health and Nutrition Instruction?
2. Does the teacher know signs of good and malnutrition in pupils?
3. Do pupils know the protective foods?
4. Have majority of nutrition education activities (Pages 113-130) been carried out this year?
5. Have any community meetings of parents and teachers been devoted to better nutrition?
6. Have Art classes made posters depicting good nutrition?
7. Do pupils drink milk regularly?
8. Has nutrition instruction resulted in pupils' eating nutritious breakfasts?
9. Is nutrition education integrated through class activity with other subjects. For example:
 - Reading
 - Science
 - Practical Arts
10. Has school sponsored any meetings or nutrition classes for adults of community?

19..... 19..... 19.....

1. Is necessity for food production taught in your classroom?
2. Did your room develop and teach a unit on food production?

[illegible]

19. 19. 19.

- [illegible]

1. Does the school program have the following:
 - a. Morning inspection of all pupils?
 - b. Supervised play out-of-doors or in-doors during bad weather?
 - c. Rest periods for younger pupils?
 - d. Facilities for drying wet clothing?
 - e. Isolation of pupils with colds?
 - f. Opportunity for parents to know health habits school is emphasizing with pupils?
 - g. Definite system to check practice of Health Habits?
2. Is a health doctor or school nurse available?
3. Does school health program reduce communicable diseases?
4. Does school provide
 - a. Suitable place and equipment for pupils to wash hands and face?
 - b. Sanitary places for coats, sweaters, footwear, hats, etc.?
 - c. A healthful sanitary environment for pupils?
 - d. A health service room equipped with cot, first aid kit, etc.?
 - e. Learning activities stressing good health habits?
5. Did a local dentist visit school and give illustrated talk on care of teeth?
6. What percent of pupils
 - a. Look and act like healthy, happy children? (Bright eyes, pink cheeks, wide-awake, free from nervous habits, such as nail-biting.)

19..... 19..... 19.....

- [illegible]

b. Other communicable diseases

19 19 19

- C. Has the teacher:

- ## Home and School Cooperation

- [illegible]

19..... 19..... 19.....

[illegible]

1. Are there any mentally maladjusted children in classroom? (Per cent of total enrollment.)
2. Has a planned effort been made to help the above children adjust themselves to classroom work and environment?
3. Are all children properly placed in grade or working group in classroom?
4. Do all pupils experience success in a major part of their classroom work?
5. Are pupils grouped with respect to both ability and social maturity?
6. Is a definite effort made in classroom to improve mental as well as physical health of children?

19..... 19..... 19.....

- [illegible]

1. Is there a 4-H Club in community?
(Per cent of pupils in classroom belonging)
2. Does school cooperate with 4-H Club local leader?
3. Does school cooperate with Boy Scout and Girl Scout organizations?
4. Are the health objectives of Boy and Girl Scout organizations stressed in classroom health program?
5. Is there a Junior Red Cross organized in classroom?
6. Is Health Improvement emphasized in Junior Red Cross in school?
7. Is there a Health Club organized in classroom?
8. Does Health Club operate under a set of definite objectives for the year?

1. Do pupils know:
 - a. Bad effects of alcohol on individual?
 - b. Bad effects of alcohol on society?
 - c. Good uses of alcohol?
 - d. Effects of tobacco upon a growing boy or girl?

19.....

- e. Misleading statements about alcohol, tobacco, and patent medicines?
 - f. The harmful drugs?
 - g. The danger of use of drugs and patent medicines without doctor's advice?
2. Is definite time in health period used to emphasize harmful effects of alcohol and other narcotics?
 3. Have all teachers in your school obeyed law and taught pupils harmful effects of alcohol and other narcotics? (Grades 4-8)
 4. Has teaching of effects of alcohol and other narcotics been integrated with other subjects?

[illegible]

NOTE: This Health and Physical Fitness progress record will become a part of classification standards for elementary schools. (See Form 6, Item 4. (5), Page 9).

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